



ABILENE CHRISTIAN UNIVERSITY
2012-13 Catalog



Important Contact Information

Inquiries concerning admission to the university, except the Graduate School should be addressed to:

OFFICE OF ADMISSIONS

ACU Box 29000; Abilene, Texas 79699-9000
Hunter Welcome Center, Suite 140
Phone: 325-674-2664 (in Abilene)
800-460-6228 (outside Abilene)
Fax: 325-674-2130
Email: info@admissions.acu.edu
Web: acu.edu/admissions

Inquiries concerning account balance, payments, refunds, transcripts, enrollment verification, apply for graduation, change your major, request a TCA, contact your financial aid advisor, sign loan checks, update your address, request name change, buy Bean Bucks or Campus Cash, ID card, parking permit should be addressed to:

DEPOT

ACU Box 27940; Abilene, Texas 79699-7940
McGlothlin Campus Center, Room 222
Phone: 325-674-2300 (in Abilene)
888-588-6083 (outside Abilene)
Fax: 325-674-6850
Email: depot@acu.edu
Ordering a transcript: acu.edu/transcript

Inquiries concerning financial aid, student accounts and billing should be addressed to:

STUDENT FINANCIAL SERVICES

ACU Box 29007; Abilene, Texas 79699-9007
Zellner Hall, Second Floor
Phone: 325-674-2300 (in Abilene)
888-588-6083 (outside Abilene)
Fax: 325-674-2963
Email: depot@acu.edu
Web: acu.edu/campusoffices/sfs

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 (in Abilene)
888-588-6083 (outside Abilene)
Fax: 325-674-2238
Email: registrar@acu.edu
Web: acu.edu/registrar

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
McKinzie Hall, West, First Floor
Phone: 325-674-2066
Fax: 325-674-6475
Email: reslife@acu.edu
Web: acu.edu/reslife

Inquiries concerning health records and immunizations should be addressed to:

MEDICAL CLINIC

ACU Box 21854; Abilene, Texas 79699-8154
849 Coliseum Way
Phone: 325-674-2625
Fax: 325-674-6998
Email: ebl09a@acu.edu
Web: acu.edu/medical

ROYCE AND PAM MONEY STUDENT RECREATION AND WELLNESS CENTER

ACU Box 27842; Abilene, Texas 79699-7842
1925 ACU Drive
Phone: 325-674-6600
Fax: 325-674-6788
Web: acu.edu/srwc

Inquiries concerning admission to the Graduate School should be addressed to:

OFFICE OF GRADUATE ADMISSIONS

ACU Box 29000; Abilene, Texas 79699-9000
Hunter Welcome Center, Room 272
Phone: 325-674-2810 (in Abilene)
800-460-6228 (outside Abilene)
Fax: 325-674-6717
Email: gradinfo@acu.edu
Web: acu.edu/grad

Inquiries concerning:

FINAL EXAM SCHEDULE

acu.edu/finalexams

Directory assistance for other offices is available through the ACU switchboard: 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 2012-2013 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 2012-13 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 21st-Century Vision of becoming the premier institute 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 and Graduate school 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 premier 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 and click on the "Calendar" link. For a calendar of upcoming ACU events, go to www.acu.edu/events.

June 2012

- 4 Session II begins
- 20 Last day to withdraw from a Session II class
- 21 Session II ends
- 25 Session III begins
- 24-26 June Passport

July 2012

- 4 Independence Day Holiday (no classes)
- 11 Last day to withdraw from a Session III class
- 12 Session III ends
- 16 Session IV begins

August 2012

- 1 Last day to withdraw from Session IV class
- 2 Session IV ends
- 10 Commencement, 7:30 p.m., Moody Coliseum
- 17 Residence Halls open for Welcome Week leaders
- 18 Residence Halls open for freshmen and transfers
- 19-21 August Passport
- 21-25 Welcome Week (Tuesday-Saturday)
- 25 Residence Halls open for returning students
- 27 First day of class
- Official Opening Ceremony, 11 a.m., Moody Coliseum
- 31 Last day to register for classes

September 2012

- 7 Last day to request Credit/No-Credit or Pass/Fail
- 16-19 Summit

October 2012

- 20 Homecoming
- 26 Fall Break (no classes)

November 2012

- 18 Last day to withdraw from a course
- 21-23 Thanksgiving Holidays (no classes)

December 2012

- 9 Last day of class
- Last day to withdraw from the university
- 10-14 Final Exams (Tuesday-Friday)
- 14 Commencement, 7:30 p.m., Moody Coliseum
- 15 Residence Halls close, noon
- Christmas Holidays begin
- 20 Grades available online at 8 a.m.

January 2013

- 7-11 January Intensive Courses
- 11-12 Welcome Weekend
- 11 Residence Halls open for transfer and study abroad
- 12 Residence Halls open for all other students
- 14 First day of class
- 21 Martin Luther King Holiday (no classes)
- 28 Last day to register for classes
- Last day to request Credit/No-Credit or Pass/Fail

February 2013

- 4 School of Nursing applications due
- 15-16 Sing Song

March 2013

- 11-15 Spring Break (no classes)
- 29 Easter Holiday (no classes)

April 2013

- 12 Last day to withdraw from a class

May 2013

- 3 Last day of class
- Last day to withdraw from the university
- 6-10 Final Exams (Tuesday-Friday)
- 11 Commencement, Moody Coliseum
- 11 a.m., Morning Ceremony (CAS)
- 3 p.m., Afternoon Ceremony (CBS, COBA, CEHS, PHSSN)
- Residence Halls close, noon
- 13 Summer Term Session I begins
- 16 Spring grades available online at 8 a.m.
- 27 Memorial Day Holiday (no classes)
- 30 Summer Term Session I ends

June 2013

- 3 Summer Term Session II begins
- 19 Last day to withdraw from a Session II class
- 20 Summer Term Session II ends
- 23-25 June Passport
- 24 Summer Term Session III begins

July 2013

- 4 Independence Day Holiday (no classes)
- 11 Last day to withdraw from a Session III class
- Summer Term Session III ends
- 15 Summer Term Session IV begins
- 31 Last day to withdraw from Session IV class

August 2013

- 1 Summer Session IV ends
- 9 Commencement, 7:30 p.m., Moody Coliseum
- 16 Residence Halls open for Welcome Week leaders
- 17 Residence Halls open for freshmen and transfers
- 18-20 August Passport
- 20-24 Welcome Week (Tuesday-Saturday)
- 24 Residence Halls open for returning students
- 26 First day of class
- Official Opening Ceremony, 11 a.m., Moody Coliseum
- 30 Last day to register for classes

September 2013

- 6 Last day to request Credit/No-Credit or Pass/Fail
- 15-18 Summit

October 2013

- 12 Homecoming
- 18 Fall Break (no classes)

November 2013

- 15 Last day to drop a class
- 27-29 Thanksgiving Holidays (no classes)

December 2013

- 6 Last day of class
- Last day to withdraw from the university
- 9-13 Final Exams (Tuesday-Friday)
- 13 Commencement, 7:30 p.m., Moody Coliseum
- 14 Residence Halls close, noon
- 16 Christmas Holidays begins
- 20 Grades available online at 8 a.m.

ACU PROFILE

- **The university:** A selective four-year private Christian university. ACU includes the colleges of Arts and Sciences, Biblical Studies, Business Administration, Education and Human Services, the Graduate School, the Graduate School of Theology, the School of Information Technology and Computing, the School of Social Work, and the Patty Hanks Shelton School of Nursing. It is affiliated with the Churches of Christ and is one of the largest private universities in the Southwest.
- **Academic programs*:** Students may choose from 62 baccalaureate majors that include more than 100 areas of study, 27 master's degree programs and one doctoral program.
- **Accreditation:** Abilene Christian University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools 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.
- **Students:** About 4,700 students, including more than 3,900 undergraduates and 760 graduate students, generally from all 50 states and about 60 other countries.
- **Location:** ACU is in Abilene, Texas, an award-winning city of 115,000 people 150 miles west of the Dallas and Fort Worth area.
- **Faculty:** More than 220 full-time faculty members with 97 percent of tenure-track faculty holding terminal degrees. A student-to-faculty ratio of 16:1.
- **Financial aid:** Last year, ACU awarded more than \$66 million to its students. Ninety-two percent of freshmen received financial aid, and their average amount (a combination of scholarships, grants, work-study and loans) was \$12,960.
- **Annual cost:** \$30,644* for tuition, fees, room and board, plus approximately \$1,250 for textbooks and supplies.
- **Health professional school acceptance rate:** More than 80 percent of ACU students who apply for admission to medical and dental schools are accepted, a rate 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:** Each residence hall has wireless Internet capability and several computers and printers available for student use. Several major buildings also have wireless Internet capability, including the library. Each ACU student has an email address and access to the Internet and campus servers.
- **Campus organizations:** There are more than 100 campus organizations in which students can become involved, including social clubs; government; and service, honor and special-interest groups.
- The SWRC is a multi-functional facility (113,000 square feet) that provides the University community with ample opportunities to satisfy their recreation and leisure needs.
The facilities include:
 - (4) Basketball/Volleyball Courts
 - (3) Racquetball Courts
 - Suspended Running Track (1/8 mile)
 - Large Lap Pool (6 lanes, 25 yard)
 - Leisure Pool (lazy river)
 - Pool Patio (ideal for special events)
 - Fitness Center (41 Cardio Stations)
 - (2) Group Exercise Studios
 - Bouldering Wall
 - Meeting Rooms
 - Men's & Women's Locker Room
 - Wet Classroom
 - Stretching Area
 - Juice & Snack Bar Area (Oasis)
 - (2) Open Air Balconies
 - Medical Clinic
 - Counseling Clinic
 - Strength Area (free and machine weights)
- **Intramurals:** About 3,000 students participate each year in 22 intramural sports and other activities such as flag football, basketball, softball, volleyball and waterball. Students also can be involved in the roller hockey, men's soccer, and bike clubs.
- **Athletics:** NCAA Division II, Lone Star Conference football, men's and women's basketball, baseball, men's golf, men's and women's cross country, men's and women's track and field, women's volleyball, men's and women's tennis, women's softball, and women's soccer. ACU is an annual contender for the Learfield Sports Directors' Cup, recognizing the best all-around sports program in NCAA Division II.

**For 2010-11 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, Vocational Ministry

Biology: Biology, Life Science Teaching

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

Chemistry: Biochemistry, Chemistry, Physical Science Teaching

Communication: Communication

Communication Sciences and Disorders:

Communication Sciences and Disorders

Composite Interdisciplinary: Composite Interdisciplinary

***Education:** Early Childhood/Elementary Certification, Fourth Grade through Eighth Grade Certification, Middle School Science Fourth through Eighth Grade, Middle School Social Studies Fourth through Eighth Grade, High School (Eighth through Twelfth Grade)

Engineering and Physics: Engineering Science (Electrical Engineering (cooperative), Industrial and Manufacturing Systems Engineering (cooperative)), Engineering, Physics and Mathematics Teaching, Physics

History: History, History Teaching, Social Studies for Teachers

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

Interdisciplinary Studies: Health Professions Cooperative, International Studies, International Studies – U.S. track for non-U.S. students

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: Family Studies

Mathematics: Mathematics, Middle School Teacher Certification, High School Teacher Certification

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

Nursing: Nursing

Political Science: Political Science, Political Science-Criminal Justice emphasis

****Pre-Professional**

Psychology: Psychology

Social Work: Social Work, Sociology

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, Dentistry, Engineering, Law, Medicine, Medical Technology, Optometry, Pharmacy, 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 4,600 students annually from 47 states, territories, and 43 nations. This private, comprehensive university, founded in 1906 in Abilene, Texas, offers 71 baccalaureate majors in more than 125 areas of study, 25 master's degree programs and one doctoral program. Abilene is a friendly city of 117,000 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.

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 campus experiences. In addition to outstanding undergraduate programs, ACU's Graduate School enrolls about 800 students. 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's application of mobile technology to learning has been acclaimed by industry and higher education experts around the world as an example of forward-thinking institutions and organizations. Abilene Christian is one of only nine U.S. universities to be named an Apple Distinguished Program, and was the first to provide an Apple iPhone or iPod touch to all incoming freshmen. Three of the past four years, *U.S. News & World Report* has ranked ACU the No. 1 "Up and Coming" university in the West Region. *Forbes* ranks ACU in the top 10 percent of U.S. colleges and universities.

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 106-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 UCLA, Stanford and USC have won more NCAA national team championships than ACU. Students compete on 16 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 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, Welcome Week for freshmen, and involvement in men's and women's social clubs. Students earn the right to order ACU's single 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 the Office of Chapel Programs: 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 in the residence halls, 24-hour computer labs, 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, transfers and graduate students also receive special attention from various offices on campus. We value each individual who attends ACU, and we want to ensure each person's success.

Global Learning

Around 25% 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 and others also regularly take students to locations in China, Australia, Egypt, Uganda, Ghana, Honduras and Mexico. Several hundred students travel each year to various states on Spring Break campaigns, which are weeklong experiences involving service projects for churches and communities. Students can grow spiritually through daily Chapel, student-led devotionals, prayer groups, membership in local congregations and more.

The university's Admissions staff and faculty 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 Commission on Colleges of the Southern Association of Colleges and Schools 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 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
- Commission on Collegiate Nursing Education (CCNE)
- Council for Interior Design Accreditation (formerly FIDER)
- Council on Social Work Education (CSWE)
- National Association of Schools of Music (NASM)

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 (NCFR)

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 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:

Director of Human Resources (Title IX Coordinator)
Hardin Administration Building, Rm 213D
ACU Box 29106
Abilene, TX 79699-9106
(325) 674-2903

Director of University Access Programs (Section 504 Coordinator)
University Access Programs
Hardin Administration Building, Rm 314
(325) 674-2699

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 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).

For more information about Legal Notices, contact: Slade Sullivan, *General Counsel* • ACU Box 29125
325-674-2485 • sullivans@acu.edu

Student Programs and Support

Resources and Services

Alpha Scholars Program

Alpha Scholars Program is comprised of two separate but related programs. One of these, a federally-funded Student Support Services program (SSS), provides tutoring and counseling services to qualified students. The second program, Disability Support Services (DSS) 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. SSS is limited to 200 participants per academic year. Qualifications are based on level of parental education, family taxable income, or disability documentation. Participation in DSS is limited to students with documented disabilities that affect the ability to participate fully in academic opportunities. Disability documentation must be current (within 3 years) and include assessment data. Both programs provide service at no additional cost to the students.

For more information about Alpha Scholars Program, contact: James Scudder, *Associate Director* • ACU Box 29204 • 325-674-2667 • jms97w@acu.edu • Please visit our web pages at www.acu.edu/alpha

TRIO Services

J. Scott Self, Director
ACU Box 27939, Abilene, Texas 79699-7939
Hardin Administration Building, Room 314

Phone: 325-674-2456

Fax: 325-674-6731

Email: 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 four 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. This program is funded to serve 55 students.
- **Student Support Services** serves 200 university students who meet the program qualifications with tutoring, academic counseling, and financial assistance to enhance their chances of success at the university level.
- **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

Jason Morris, *Director* • ACU Box 29205 • 325-674-2830
 morrisj@acu.edu • www.acu.edu/mcnair

STUDENT SUPPORT SERVICES (Alpha Scholars Program)

James Scudder, *Associate Director* • ACU Box 29204 • 325-674-2667
 • jms97w@acu.edu • www.acu.edu/alpha

TALENT SEARCH

Gayla Herrington, *Director* • ACU Box 29207 • 325-677-1444 ext. 8074 • gayla.herrington@acu.edu • www.acu.edu/talentsearch

UPWARD BOUND

Karen Wilkerson, *Director* • ACU Box 29206 • 325-674-2448
 karen.wilkerson@acu.edu • www.acu.edu/upward

Academic Development Center

Dr. Eric Gumm, *Director*
 ACU Box 29104, Abilene, Texas 79699-9104
 Lower Level, McKinzie Hall, Room 17

Phone: 325-674-6400 (local)
 800-677-8684 (toll-free)

Fax: 325-674-6735

Email: adc@acu.edu

Web: 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.

SOS Program

The SOS Program is a unique referral program designed to support our students in partnership with parents and faculty/staff. Struggling students are identified via our secure, on-line referral form and then contacted by a counselor to assess the situation and connect them with additional campus resources that can most effectively meet their needs. Common reasons for referral include:

- Academic Challenges
- Personal/Family Crises
- Roommate Issues

All meetings are strictly voluntary. Anyone concerned about a student- parents, peers on campus, or ACU faculty and staff members- can make an SOS referral. To submit a referral or to learn more about the program, visit www.acu.edu/sos.

Learning Strategies Course

Learning Strategies (UNIV 011) is an academic course that offers 3 credit hours of instruction to help students who desire to increase their academic potential. Conditionally admitted students are typically required to enroll in this course, and freshmen on academic probation are also required to complete this course. Academic departments may also choose to enroll a struggling student who is majoring in their area.

This course is 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. The course includes classroom instruction, as well as a required weekly meeting with a trained peer mentor where the student receives individualized support and personal accountability. Students will learn about motivation, time management, goal setting, individual learning styles, memory, concentration, information organization, exam preparation and exam success.

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.

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.

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

Undeclared Advising Program

We serve as the home academic department for students who are still deciding on their major. We provide academic advising, help select appropriate classes and assist them as they build their class schedule each semester. In working with undeclared students, we pay special attention to course selection in order to assist them in taking classes which are applicable to a wide range of majors. We also will help them to understand their gifts and abilities and connect them to resources on campus to assist them in their selection of an appropriate major. For more information, visit www.acu.edu/undeclared.

University Testing Center

Karen Witemeyer, *Coordinator of University Testing*
 ACU Box 28180 ; Abilene, Texas 79699-8180
 Lower Level, McKinzie Hall, Room 44

Phone: 325-674-2451 (local)
 800-677-8684 (toll-free)

Fax: 325-674-6735

Email: acutesting@acu.edu

Web: www.acu.edu/testing

The University Testing Center offers a wide range of standardized testing and proctoring services. The Residual ACT is available for prospective students to aid the admission process. We administer THEA exams, which are required for all students in our Teacher Certification programs. CLEP tests and course challenges are available in a variety of subjects for students who wish to earn course credit by examination. The Testing Center also processes all AP credit that students earn while in high school. In addition, we administer MAT exams for students entering graduate school and offer professional proctoring services for distance learners.

Career Center

MaryEllen Olson, *Executive Director*
ACU Box 27914; Abilene, Texas 79699-7914
Hunter Welcome Center, Room 230

EXPLORE

In order to set the groundwork for your career development, the ACU Career Center wants to help you *explore* who you are, what *gifts* you possess, your unique *purpose* in life, what *major* to choose and what *career options* are available to you. The first step to finding these answers is through a program that we call **D!SCCOVERY**.

D!SCCOVERY is a five-week program that is held multiple times throughout the academic year. It will help you:

Decide – How to choose a major and help you if you are having doubts about a major you have chosen.

Confirm – Know that the major you chose aligns with how God uniquely created you.

Narrow – Provide specific insight into what career options are available to you within your chosen major.

During each session you will explore topics that will help you discover ways to impact the world in an *exceptional, innovative and real way*. We will utilize:

- Scripture and talk about the idea of The Call and Your Mission.
- Personalized assessments that help you explore your unique interests.
- Innovative information that allows you to make a clear decision leading to a good-fit career path.
- Valuable online tools to research your chosen major and career options.

In addition, we will provide a face-to-face individual appointment to help you understand your assessments and how they assist you in determining what majors and jobs to research.

PREPARE

D!SCCOVERY is just the beginning of your journey. Now that you are likely in your sophomore and junior year, the ACU Career Center is here to *PREPARE* you as you plan for the world of work outside of your college experience. The Career Center encourages you to pursue an *on-going relationship* with one of our staff members who works specifically with your academic major. During these one-on-one sessions we will partner with you on such topics as:

- Securing an internship early in your college experience
- Writing a resume and cover letter that will stand out
- Developing interviewing and networking skills
- Creating an ACU CareerLink account

The effort you put forth in establishing your career goals is critical to your success. You will find that if you wait until your senior year that you will be behind and it will be difficult to catch up. Please utilize the Career Center during these years to ensure you are on the right path.

ACHIEVE

Congratulations, you are finally a senior! You are almost ready to take the next step into the world of being a working professional. This is

the year for you to *ACHIEVE* and believe that these years of college will pay off. The ACU Career Center wants to partner with you during your final year to ensure that you are equipped with the necessary tools to be successful. To help you *ACHIEVE*, we offer the following services:

- Continued assistance with crafting your resume and cover letter
- Mock interview experience
- Preparing for graduate school
- Job search assistance through:
 - ACU CareerLink
 - Career Fairs
 - On-Campus Interviews
 - Employer Information Sessions
 - “Careers In” Sessions

While we know that your college years are busy with academics, social activities, developing lifelong friendships and much more, we also know that in order to *ACHIEVE* and be successful that your *career path* cannot be incidental or accidental. It has been said that “*Spectacular achievement is always preceded by unspectacular preparation*” (Robert H. Schuller). The ACU Career Center wants to partner with you during your entire four-year journey so that you will be a “*spectacular achiever*” and that you will enter the working world as a fully devoted, fully equipped, follower of Christ who is “*prepared for Christian service and leadership throughout the world.*”

For more information about our services or to view upcoming events visit: www.acu.edu/careercenter or follow us on Facebook or Twitter.

Career Center
Abilene Christian University
Hunter Welcome Center, Second Floor
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

Library Resources

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 1.5 million volumes and 1 million microforms held by ACU and other members of the Abilene Library Consortium. Students can also access more than 30,000 journals, many of them full text.

The Library serves students and faculty by participating in the statewide information network, TexShare, which supports database searching and document delivery, and by borrowing materials from research libraries throughout the world. Specialized collections at ACU include a selective depository for U.S. Government Publications, archives and rare books, and the Center for Restoration Studies 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 the 3,000 students enrolled each semester 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.

For more information about Library and Information Resources, contact: John Weaver, *Dean* • ACU Box 29208 • 325-674-2344 • asklibrarians@acu.edu • www.acu.edu/library

Writing Center

The Writing Center is located in the Brown Library for students who need help with their writing. 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.

For more information about the Writing Center, contact: Cole Bennett, *Director* • ACU Box 28252 • 325-674-4833 • writingcenter@acu.edu • www.acu.edu/writingcenter

Speaking Center

The Communication 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 who may require assistance.

For more information about the Speaking Center, contact: Lauren Lemley, *Director* • ACU Box 28252 • 325-674-2341 • speakingcenter@acu.edu • www.acu.edu/speakingcenter

Study Abroad

Stephen Shewmaker, *Interim 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 offers programs in these and other countries in the summer as well. Not only have students learned about the culture, history, literature and languages of the host countries, they have also studied education, healthcare, journalism, management, government and religion. The center offers students of all majors an opportunity to learn of the host country through life experience as well as through traditional course work. Students with an interest in cultural aspects of a society can 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 can 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 and Egypt.

Students with majors such as international studies and foreign language may fulfill their international experience requirements by participating in a Study Abroad program. However, all students can fulfill university requirements and perhaps major requirements with courses offered in various countries of the world.

Depot

(Student Administrative Services)
ACU Box 27940, Abilene, TX 79699
Phone: 1-888-588-6083

Your one-stop shop for your student service needs. We have combined 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 sometimes tedious but necessary details of being a university student.

Here's a list of some of the services available to you through the Depot. **Current students may access most of these services through myACU.**

- Financial Aid
- Billing
- Registrar
- Transcripts
- Residence Life
- Meal Plans
- ID Cards
- Parking Permits
- Notary Public Service

For more information about the Depot contact: depot@acu.edu • www.acu.edu/depot

Honors College

Stephen Johnson, *Dean*
ACU Box 29142, Abilene, Texas 79699-9142
Zellner Hall, Room 100

Phone: 325-647-2728
Fax: 325-674-6581
Email: Stephen.Johnson@acu.edu
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 advisor 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 and no extra courses 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. Instructions and application are available online at www.acu.edu/honors. Current ACU students and transfers can apply.

Courses

Honors College classes are smaller than other classes. Lower level Honors classes have a limit of 20 students (25 in Bible), while upper level colloquia classes are limited to 15. Honors classes are taught by select faculty who encourage discussion and in-depth thinking. Up to 12 hours credit for honors courses taken at another school may be counted toward ACU Honors requirements at the discretion of the Honors dean.

Topics for colloquia are announced each year. Colloquia are open to Honors College students who have completed at least three semesters of full-time college study. Colloquia are interdisciplinary, allowing students with any major to find a connection. Each colloquium meets for 15 hours, either one night a week for 5 weeks, or on one weekend. Students earn 1 hour of credit, or colloquia may be taken non-credit. Recent topics have included Music and World Culture; Photography and Society; Sustainable Design; Cartoons and Modern Culture; J.R.R. Tolkien; Satire; and Zen, Clay and Culture.

Graduation with Honors College Distinction

Lower level: This consists of 18 hours of lower level Honors classes plus 2 Honors Activity Credits. Entering freshmen will 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 18 hours. Students meet with the Honors advisor each semester before registration for advice on how to fit

Honors work in their schedule. Some of the courses offering Honors sections include BIBL 101, 102, 211; CHEM 133, 134; COMS 211; CORE 110, 210; BCOR 310; ENGL 111, 112; BUSA 419.

Upper level: Students take 2 colloquia and choose options from the following list. Most choices in the list may be done more than once as content and experiences will vary.

- 3-hour upper level Honors class
- Honors colloquia, in addition to the required 2
- Project in student's major
- Research
- Internship
- Second study abroad experience
- Original creative work or performance
- Enhanced capstone
- Honors portfolio presentation
- Other ideas suggested by student and approved by a committee

These options (other than Honors classes) correspond to the HON 301-307 as listed in the course offerings.

To graduate with the distinction of *Honors Graduate*, students must complete 18 hours of lower level Honors classes, 2 colloquia, and any 3 of the upper level options.

To graduate with the distinction of *Honors Scholar*, students must complete 18 hours of lower level Honors classes, 2 colloquia, and any 6 of the upper level options.

The distinction of *Honors Associate Fellow* is designed for transfer students. To earn this award, students must take at least one 3-hour Honors class, 2 colloquia and any 5 of the upper level options.

Students completing the requirements for any of these distinctions and having a cumulative GPA of 3.50 will receive a certificate to accompany their diploma and wear Honors regalia at graduation. Honors Scholars will also receive a note on their transcripts and may have the title of their Honors-enhanced capstone—or other major project, subject to approval—published in the University commencement program.

Course Descriptions

See the Course Descriptions section of this catalog. Courses offered by the Honors College include those with the following designation: HON.

University Admission

Mark Lavender, *Director of Admissions*
ACU Box 29000; Abilene, Texas 79699-9000
Hunter Welcome Center, Suite 140

Phone: 325-674-2650 (in Abilene) or
800-460-6228 (outside Abilene)

Fax: 325-674-2130

Email: info@admissions.acu.edu

Web: www.acu.edu/admissions

A goal of the director 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 or the GED program (page 16).

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 17).

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 master's degree program (page 18).

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 18).

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 18).

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).

Transient (Special or Short Term) Student – A student who desires to take one or more courses at ACU without pursuing a degree (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 27).

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 19).

Military or Veteran Student – Military service personnel and veterans of military service (page 19).

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 19).

Freshman Admission

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

1. **Completed application form accompanied by a non-refundable processing fee.** Applicants who do not have a Social Security Number should secure one before submitting an application.
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 delivered to the university 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 students, see *Transfer Admission*)

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
McKinzie Hall, 1750 Campus Court

Phone: 325-674-2066
Fax: 325-674-6475
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. 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

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

Phone: 325-674-2625

Fax: 325-674-6998

Web: www.acu.edu/medical

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 July 15 for the fall term. Deadline for the spring term is December 1.

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 be obtained from any of the following (No other documentation will be accepted):

- 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, please call the ACU Health Services Office at 325-674-2625 or visit the web site at www.acu.edu/medical.

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: international@admissions.acu.edu

Web: www.acu.edu/admissions/international

International students applying for admission to Abilene Christian University are given the same consideration as other students, except that they must also submit scores on the TOEFL or IELTS score and show evidence of ability to understand and use English sufficiently well to succeed in their work at ACU. The Center for International and Intercultural Education issues the I-20 form and Certificate of Eligibility to international students admitted to the university.

International applicants must send an **official transcript in English** from the high school of graduation and each university previously attended. To ensure evaluation, the transfer applicant should provide a catalog and syllabus in English. Documents should be mailed by the registrar to ACU at the above address.

Transfer Admission

Transfer applicants must submit an official transcript from each college previously attended and an official high school transcript. 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. Admitted students who have 65 or more semester hours of transferable college credit are not required to take the SAT or ACT if they have met all University Requirements at ACU. 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.

Incoming students transferring to ACU who have been full time students at other institutions, will have university Bible requirements changed based on the number of hours credited to their ACU degrees as specified in the following table:

Transfer hours credited to ACU degree	Bible hours required for ACU degree	Courses required
0-29	15	BIBL 101, 102, 211, advanced Bible selection, BCOR 310
30-79	12	BIBL 103, 211, advanced Bible selection, BCOR 310
80 or higher	9	BIBL 103, 211, BCOR 310

Note for art majors: Credit hours transferred toward a degree in art shall not exceed one-half of the credit hours within the major. A minimum of 24 of the total advanced hours in studio areas required for the BFA must be done at ACU.

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 School* section of this catalog (page 138).

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 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 Form and Instructions page at www.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 already have attained a baccalaureate degree (either from ACU or another accredited institution) and wish to work toward a second baccalaureate degree must apply for admission to the University.

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.
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 Graduate School.

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 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

Courses Available

ACU offers the opportunity for students to take courses which can apply both as college credit and toward fulfilling high school requirements. Any courses at ACU may be taken as dual credit provided the student meets all prerequisite requirements for the course. Prerequisite requirements for courses can be found in the Course Description section of the catalog.

View the ACU schedule of classes for a given semester.

Costs

These courses are offered to high school students at greatly reduced rates. The rate for the 2012-13 academic year is \$90 per credit hour. Individual course fees may also apply. Students will also be responsible for purchasing an ACU Parking Pass at a cost of \$25 (for on campus courses only) and will be responsible for any books for each course taken. Cost for books varies greatly by course. No other discounts or scholarships, such as the Faculty-Employee Discount, will apply to these hours.

Requirements

To apply for dual credit courses at ACU, a student will need:

- to have completed sophomore year in high school, but not yet completed all high school requirements.
- to complete a Dual Credit Application.
- to have a letter or email from an official at the student's school, certifying that these courses will count to complete high school requirements; letters may be faxed to 325-674-6850 or emailed to registrar@acu.edu from a valid high school email address.
- a valid ACT or SAT score (or other standardized test such as Compass); Learn how to have your score sent to ACU.
- to adhere to ACU's Immunization Policy.

Other Information

Students enrolling in dual credit at ACU will be registered after current ACU students have registered for classes. Typically, this means that students will be registered in late April for the fall term and

in mid November for the spring term. Where ACU classes are full, no dual credit students will be allowed to register for those courses without special permission of the department and professor. Students seeking to take upper level courses at ACU will also need special permission of the instructor and professor of the class.

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.

ESL 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: 325-674-2710

Fax: 325-674-2710

Email: international@admissions.acu.edu

Web: www.acu.edu/admissions/international

ESL students should contact 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

Web: 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.

Veterans should submit evidence of satisfactory completion of Service Schools to the Registrar's Office to determine if college credit can be awarded.

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, *Director of the First-Year Program and Academic Development*

ACU Box 29104; Abilene, Texas 79699-9104

Lower Level, McKinzie Hall, Room 17

Phone: 325-674-2212 (local) or

866-674-2212 (toll-free)

Fax: 325-674-6112

Email: fyp@acu.edu

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. Guidelines and an application for Academic Fresh Start may be obtained in the Registrar's Office. Approval for Academic Fresh Start must be made before registering in courses.

Academic Fresh Start allows students who previously attended Abilene Christian University to start over and have all previous

Orientation to ACU

Dr. Eric Gumm, *Director of the First-Year Program and Academic Development*

ACU Box 29104; Abilene, Texas 79699-9104

Lower Level, McKinzie Hall, Room 17

Phone: 325-674-2212 (local) or

866-674-2212 (toll-free)

Fax: 325-674-6112

Email: fyp@acu.edu

Web: www.acu.edu/passport

Passport, Registration and Welcome Week

Passport

Passport is a summer orientation program for entering freshmen, transfers and their parents. All new undergraduate students **are required** to attend one of two Passport sessions. During the two-day Passport session, students will receive important information about starting their journey at ACU and will meet fellow students and professors. They will also complete placement testing, receive comprehensive academic advising and confirm their fall schedule. Transfer students with 30 or more eligible ACU hours may register for courses prior to Passport through their academic departments, but are required to attend Passport. More information can be found at www.acu.edu/passport.

Registration

Newly-admitted freshmen receive their tentative fall schedule after registering online for Passport. Transfer students may register for their classes by contacting the academic department of their declared major after registering for Passport.

All admission records, transcripts, test scores, fees and deposits, and the student immunization form must be on file prior to Passport. Incomplete admission records, test scores, and/or immunization forms will prevent students from registering.

Freshmen students must be registered in required first-year university courses in Bible and Cornerstone (CORE 110) during their first semester, freshman English during their first year, and PEAC 100 by the end of their third semester, unless they have already completed these courses.

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.

Welcome Week

Lifetime memories start at this five-day program preceding the first week of the fall semester. The journey for freshmen and transfer students begins by developing close relationships with fellow students, faculty and staff. Many activities keep students busy learning about each other and ACU's traditions, school spirit and educational opportunities. The candlelight devotional on opening night creates a lasting bond among the new class and upperclassmen. Students engage in a variety of small and large group activities such as service projects, devotionals, academic meetings, games, and meetings with Cornerstone classmates or fellow transfer students. More information can be found at www.acu.edu/welcomeweek.

Welcome Weekend

(Students Entering at the Spring Semester)

Welcome Weekend is an orientation program for students entering in the spring semester, including freshmen, transfers and their parents. All new undergraduate students who are beginning in the spring semester **are required** to attend the Welcome Weekend sessions. 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 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 earning 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.

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 COMPASS 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.
- **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

McKinzie Hall, Lower Level, Room 17

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

Ed Kerestly, *Director of Student Financial Services*

ACU Box 29007; Abilene, Texas 79699-9007

Zellner Hall, Second Floor

Phone: 325-674-2300 (in Abilene) or

888-588-6083 (outside Abilene)

Fax: 325-674-2963

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 designates 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 charges detailing current tuition, fees, meal plan costs and residence hall room rent may be found at 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 counselors 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 following 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. ACU forms are at acu.edu/sfs/forms. 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 may file an appeal to the Student Financial Services Office. 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 those appeals approved by the Student Financial Services Office 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, myACU.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 for more information.

Student Loan Program (more information at 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 acu.edu/sfs)

ACU participates in the following grant programs:

- PELL – Federal Pell Grant*
- SEOG – Federal Supplementary Educational Opportunity Grant*
- ACG – Academic Competitiveness Grant* (currently not funded)
- NSG – National SMART Grant* (currently not funded)
- TEACH – Federal Teacher Education Assistance for College and Higher Education*

*indicates a Federal Title IV program

For Texas residents only:

- TEG – Tuition Equalization Grant
- LEAP – Leveraging Educational Assistance Partnership (currently not funded)
- SLEAP – Special Leveraging Educational Assistance Partnership (currently not funded)
- Others as available

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 (acu.edu/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. Information is available on the Student Financial Services website at acu.edu/sfs. **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. Student 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 emailed to students ACU email address the first week of June. 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 8, 2012, The spring financial settlement date is January 8, 2013.

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 percent, 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 going to 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, *non-refundable* 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.*

Prepaid Block Tuition Plan

This plan allows the purchase of future tuition hours at the current tuition rate, mitigating the cost of attending ACU by locking in the tuition rate for the hours you prepay. Note: There is a three year waiting period before prepaid tuition blocks may be applied to a student's account. Contact the Depot for more details.

Billing Activity

Student can always 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 administration. **Official academic transcripts, participation in graduation or other post-graduation activities may be hindered unless all university-related indebtedness is paid in full.**

Fees

Beginning in the 2012-13 academic year, all general required student fees (technology, safety, student activity, health, etc.) are included in

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

5. Federal Pell Grants

6. Federal SEOG Grants

7. Other assistance under the title for which a return of funds is required

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

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 June 2012.

For graduate programs, consult the *Graduate School* section of this catalog (page 138).

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 ranging in length from three to six weeks.

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 on 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 and graduate students with fewer than 9 hours in a long term are classified as **part-time** unless

they are enrolled in student teaching or completing final graduation requirements in fewer than 12 hours. For the summer term, a student must be enrolled in 6 hours to be considered a full-time student.

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 www.acu.edu/studentlife) 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. Currently, this process occurs electronically 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 who 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 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. 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).

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 the Patty Hanks Shelton School of Nursing, 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 www.acu.edu/registrar under the "Forms" link.

Final Examinations

Final examinations are given the last four days of each fall/spring term and the last day of each summer term or intensive course. 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.**

Withdrawing from the University

Students who must withdraw from the university or from their last course are required to complete a *Withdrawal From the University* form in the Student Life Office. This process must be completed prior to the beginning of final examinations. Graduate students may obtain the form in the Graduate School Office.

Medical Withdrawal

A student who is involuntarily withdrawn, or obtains a voluntarily 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 themselves 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 the admission and enrollment requirements of the University and of the school or college in which he/she wishes to enroll.

Transcripts

To order an official transcript contact:

Registrar's Office

Web: www.acu.edu/transcript

Email: registrar@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 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 advisors 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 to take more than one course per summer session.

Academic Advising

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

Students who have declared a major are assigned two advisors:

- A degree plan specialist who assists students with their degree plan, advising release codes, degree evaluations, the graduation process, and other technical aspects of completing a degree.
- A faculty advisor who assists students in developmental goals, internship/research opportunities, and program/vocational decisions.

Undeclared students are advised in the Academic Development Center until they have chosen a major.

Other advising requirements:

- All freshman, sophomore and undeclared students must meet with their degree plan specialist or faculty advisor prior to registering for courses each semester.
- Students on probation or juniors and seniors with a GPA below 2.5 must meet with their degree plan specialist or faculty advisor before registering for courses.
- Some academic departments may require all students to meet with a degree plan specialist or a faculty advisor prior to registering for courses. Check with the department chair or degree plan specialist of your major.
- All students should meet with their faculty advisor at least once a year.

For more information about advising, contact:

Office for University Academic Advising
ACU Box 29104; Abilene, Texas 79699-9104
McKinzie ADC
Phone: 325-674-2212
Email: advising@acu.edu
Web: www.acu.edu/advising

Enrollment Requirements

All new, first-time students must enroll in BIBL 101 in their first semester. Full-time undergraduate students may not withdraw from BIBL 101 or any required developmental course without the permission of the appropriate dean or academic director.

All new, first-time students and new transfer students with less than 30 hours must enroll in CORE 110 in their first semester and will be registered each semester until the course is completed.

All students who are placed in ENGL 106/107 must enroll in the course sequence 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.

All new, first-time students must complete PEAC 100, Lifetime Wellness, by the end of their third semester. 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. ENGL 003, 004, 106/006, 107/007 and MATW 019 courses may not be dropped.

Auditing Courses

Students who wish to audit a course should see 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 term or intensive courses. Some courses are not available as audit courses.

The 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. 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. Courses dropped during this period will not appear on the student's transcript. 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 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 register for courses at the other universities. This is especially helpful 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 as 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 matriculated. Complete the procedure that follows:

1. Obtain an *Intercollegiate Enrollment* form from the Registrar's Office.
2. Secure approval signatures from the student advisor, the department chair of the course, Student Financial Services and the Registrar's Office.
3. Take the completed form to the Registrar's Office of the university where the course is taught to register.

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 policy 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. 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 2-year college after the student has more than 60 earned hours.

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

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

8. 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 General Education PEAC requirement and one hour of general elective credit.

9. Credits will be posted when the official transcript(s) reaches the ACU Registrar's Office from the issuing university.

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

11. 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.

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

13. 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 the graduate dean 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 advisor
- chair of the department in which the course is offered
- dean of the graduate school

Graduate courses may not be substituted for undergraduate courses nor be applied toward an undergraduate degree.

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
W	Withdrew	Not counted
WF	Withdrew while failing	0.0

Students receive grades by accessing my.acu.edu. Grades are mailed to all first-year freshmen students at their permanent address. Students who have signed and submitted an *Education Records Release* form have authorized ACU personnel to release academic information, on request, to the person(s) designated on the form by the student. *Education Records 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 records of a 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 and In-Progress Grades

A grade of "I" (Incomplete) must be removed by the end of the next long term or by the time approved in writing by the instructor; otherwise, it becomes an "F" on the student's record. The student is responsible for requesting and completing an "I." (A grade of "I" is calculated in the GPA as an "F.")

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 "I" or "IP" in order to participate in commencement.

The grade "IP" (In-Progress) is normally reserved for graduate students in graduate courses. It may be used with special permission for unusual circumstances for an undergraduate student or an undergraduate course. In the event an "IP" is assigned, the student will have the next long term or until the time set in the student's agreement with the instructor to complete the course work; at the end of the next long term, the grade will become an "I." At the end of the second long term, the "I" will become an "F."

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 semester 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 term. 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 (page 172). 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 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 the 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 graduation, a student must have completed 64 hours at ACU (including registered hours) 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

$$\text{Quality (Grade) Points} \div \text{GPA Hours} = \text{GPA}$$

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 have a 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 cumulative GPA is 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 1.5 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. Exceptions to this requirement must be approved by the student's academic dean. UNIV 011 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 – 2.499	16 hours
2.5 – 3.499	17-18 hours
3.50 or above	19-21 hours

Academic Suspension

Students are suspended after any semester in which their cumulative GPA falls below 1.0 or after one semester on probation after which their cumulative GPA does not equal or exceed 2.0. In addition, a student on academic probation in the previous term whose current term GPA is 1.49 or below will also be placed on academic 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	1.49 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	1.49 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. **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 18 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). Consult the Student Financial Services Office.

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 2018.*

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

1. University Requirements (including additional requirements based on high school science and foreign language, if necessary)
2. Major requirements (including supplements)
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 disorders, and all business** majors must also apply for formal admission to upper-level programs. (See department sections of this catalog.)
3. See the appropriate departmental section for information on admission to a specific major.

General Requirements for Associate Degree

1. The associate degree requires a minimum of 64 semester hours applicable to that degree.
2. A cumulative grade point (GPA) of at least 2.0 on 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 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 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, for 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 individual degree plan for details.
6. The maximum hours for a single major field is stated in the guidelines for each degree.
7. 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).
8. 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.
9. 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.
10. All courses numbered 0**, including but not limited to UNIV 011, UNIV 012, ENGL 106/006, 107/007, MATW 019 and English as Second Language (FLEN) courses, will not count toward hours required for a degree.
11. No more than 5 hours of PEAC activity courses (PEAC 100 and four additional activity classes) may count toward graduation. An unlimited number of kinesiology lecture courses may count toward general electives.
12. A student must take at least 48 hours in residence at ACU to earn a degree, including the last 24, which must be taken in residence at ACU.
13. 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.
14. No more than 18 hours (and no upper level hours in a student's major field) taken by correspondence may count toward graduation.

15. 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 certificate programs. Specific majors and colleges may have GPA requirements above these stated minimums.
16. Each student will be required to take a course designated "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 advisor to determine the correct Writing-Intensive course for their major.
17. Each student will participate in a senior year integrative Capstone experience. This course 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.
18. 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 (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).

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 sign a primary advisor to work with the student (see *Composite Interdisciplinary Degree Program* for additional details (page 130)).

Pre-Professional and Cooperative Degree Programs

Abilene Christian University offers several **pre-professional programs**. In general, the student attends ACU for one to four years and then transfers to a professional school to complete the degree. (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 pre-medical 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. See the appropriate section of the catalog for specific details on a particular minor.

The following chart is a list of all minors available for study at ACU:

Advertising and Public Relations	History
Agricultural Sciences	Information Technology
Art	Interior Design
Bible, Missions and Ministry	Leadership Studies
Biology	Mathematics
Business Administration	Media Studies
Chemistry	Music
Coaching	Nutrition
Communication	Peace and Social Justice
Computer Science	Philosophy
Convergence Journalism	Physics
Digital Entertainment Technology	Political Science
Digital Media	Professional Writing
Engineering Science	Psychology
English	Public Service (Pope Fellows Only)
Environmental Science	Sociology
Ethnic and Women's Studies	Sociology-Criminal Justice
Family Studies	Spanish
Graphic Design	Theatre

Undergraduate Graduation

Email: graduation@registrar.acu.edu

Web: www.acu.edu/graduation

Preparing to Graduate

- Each fall, students with more than 90 hours will receive an email with a link to the *Intent to Graduate* 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 on-line Degree Evaluation and visit with their 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 account must be removed before the student may purchase academic regalia.

Graduation with Latin Honors

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 honors, baccalaureate students must complete at least 64 earned hours at ACU.** 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). Courses taken Credit/No-Credit, Pass/Fail, or any Credit by Exam do not count toward GPA requirements for honors.

Class Rank

ACU does not rank students within the graduating classes, nor does the university provide information about where students fall by quartile with 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

Jean-Noel Thompson, *Vice President and Dean for Student Life and Dean of Students*

ACU Box 29004; Abilene, Texas 79699-9004

McKinzie Hall, Room 135

Phone: 325-674-2067

Fax: 325-674-4831

Web: www.acu.edu/studentlife

In our commitment to equip ACU students for Christian service and leadership throughout the world, Student Life creates opportunities for student involvement beyond the classroom. In addition to fostering a safe and vibrant campus life experience, we are *intentional* in our efforts to promote **holistic student development**.

Our core purpose is to instill within our students **strong moral character** and **wisdom-focused learning**, manifested through Christ-centered living. Through collaborative partnerships with academic affairs, student services, and other campus departments, Student Life supports overall student success, culminating in graduation from ACU and a commitment to life-long learning.

Student Life reports to the Vice President for Student Life and consists of the following departments: ACU Police Department; Campus Concierge; Career Center; Depot; Intramural Sports; Judicial Affairs; Leadership Camps; Medical Clinic; Multicultural Enrichment; Residence Life Education and Housing; Royce and Pam Money Student Recreation & Wellness Center; Spiritual Formation; Leadership Development; Leadership Camps; Ministry and Service; Student Organizations and Activities; Student Productions (including Sing Song and Freshman Follies); Student Retention and Services and the University Counseling Center.

Residence Life Education and Housing

Dr. John Delony, *Assistant Dean for Residence Life Education & Housing*

ACU Box 29004; Abilene, Texas 79699-9004

McKinzie Hall, 1750 Campus Court

Phone: 325-674-2066

Fax: 325-674-6475

Email: reslife@acu.edu

Web: 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 enrolling 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 published by Student Financial Services (page 23).

Students with 504/ADA disabilities or those requesting medical accommodations must submit their requests, along with proper medical documentation, to ALPHA Academic services. ALPHA services 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 and Planner*. 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.

Campus Concierge

Jenni Williams, *Student Services Manager*
ACU Box 27818, Abilene, TX 79699
Phone: 325-674-2532

The Campus Concierge offers students and the ACU community centralized campus and amenity services. Through these offerings, our goal is to raise awareness of academic and campus resources, student events and activities. The Campus Concierge, located in the McGlothlin Campus Center, is available daily to assist you with your student services needs.

Here's a list of some of the services available to you through the Campus Concierge:

- Schedule appointments with Academic Tutoring, Speaking Center and Writing Center
- Schedule evaluations with the campus nutritionist and personal trainers
- Budget workshops
- Birthday recognition
- Room/table reservations
- Event information for ACU and local community
- Discounts with local businesses
- Notary Public Services

For more information about the Campus Concierge, contact: campusconciierge@acu.edu • www.acu.edu/campus-conciierge

Center for Christian Service and Leadership

Dr. Jan Meyer, *Executive Director*
ACU Box 27867; Abilene, Texas 79699-7867
McGlothlin Campus Center, Room 20
Phone: 325-674-2932
Fax: 325-674-6867
Web: www.acu.edu/ccsl

The Center for Christian Service and Leadership brings together the co-curricular areas of Chapel, Leadership Development, Service-learning and Volunteer Resources, and Student Ministries charged with the task of operationalizing the mission of ACU into the experience of every ACU student. The Center works to collaborate and create partnerships that inspire students to develop a comprehensive vision for Christ-centered service and leadership, and then connect ACU students to a variety of experiences that bring the vision to reality across the broad range of disciplines offered at ACU. The distinctive approach of the CCSL involves a commitment to Christ-seeking that leads students into vibrant Christian community, which prepares and empowers them for living out their calling in both career and ministry. For student leaders, the CCSL works to strengthen the leadership culture of ACU through mentor training, catalytic events, resources, mentoring communities, training experiences, and internships/apprenticeships.

Chapel

Mark Lewis, *Assistant Dean for Spiritual Life and Chapel Programs*
ACU Box 27867; Abilene, Texas 79699-7867
McGlothlin Campus Center, Room 29
Phone: 325-674-2867 Fax: 325-674-6867
Email: chapel@acu.edu
Web: www.acu.edu/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.

Leadership Development

Dr. Jan Meyer, *Assistant Dean for Leadership Development*
ACU Box 27867; Abilene, Texas 79699-7867
20 McGlothlin Campus Center (lower level)
Phone: 325-674-2867 Fax: 325-674-6867
Email: ccsl@acu.edu

ACU is committed to educating Christ-centered leaders to make positive contributions with compassion, expertise, and dedication. These qualities grow in student leaders as they identify needs and create solutions for local and global problems. Student leaders are encouraged to develop as disciples of Jesus as they hone their leadership style and skills. Numerous opportunities exist for emerging leaders in a variety of campus organizations and activities, as well as local churches, non-profits, and special events. Leadership training experiences highlight a commitment to ongoing spiritual formation, the consistent support of a community of faith, and a ready response to needs in the world.

Ministry and Service

Dr. Bob Strader, *Director*
Jen Rogers, *Associate Director*
ACU Box 27867; Abilene, Texas 79699-7867
20 McGlothlin Campus Center (lower level)

Phone: 325-674-2932
 Fax: 325-674-6867
 Website: www.acu.edu/ccsl
 Email: ccsl@acu.edu

ACU students contribute hundreds of volunteer hours each year for local ministry and service initiatives through ongoing involvement and special events. When partnered with training and reflection, engaging students and planning, organizing and participating in ministry and community service broadens their world view, strengthens their relationship with Jesus Christ, and prepares them for a lifestyle of Christ-centered service and leadership when they leave ACU. Through our website and office resources, students have access to a broad range of opportunities, including special events and community-wide efforts.

Multicultural Enrichment

Byron Martin, *Interim Director of Student Multicultural Enrichment & Support*
 ACU Box 29004; Abilene, Texas 79699-9004
 McKinzie Hall, Room 128
 Phone: 325-674-6562
 Fax: 325-674-6475
 Email: byron.martin@acu.edu
 Web: www.acu.edu/ome

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 Enrichment (OME) 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.

OME 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. OME is designed to positively influence the quality of life and effectiveness of the ACU experience for all students.

University Counseling Center

Steve Rowlands, *Director*
 ACU Box 28083; Abilene, Texas 79699-8083
 Medical and Counseling Care Center, 849 Coliseum Way

Phone: 325-674-2626
 Fax: 325-674-6998
 Email: rowlandss@acu.edu
 Web: www.acu.edu/counseling

The goal of the University 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.

The ACU community is encouraged to make use of our services in dealing with the daily stress that arises from college life. Our professional staff is also available to assist with more serious mental health issues such as depression, anxiety and eating disorders. The Center is actively involved in outreach and prevention activities on campus.

In addition to counseling services, our staff is available to advise any parent, faculty/staff member, or roommate in offering support to any member of the ACU community with possible mental health concerns. The Center is able to provide a range of services for students, including medication management, as a result of working closely with the Medical Clinic physician and an on-site psychiatrist. When necessary, students may be referred to specialists within the Abilene community, or in coordination with mental health care professionals in a student's hometown.

There is a \$10 per session charge for counseling services. Students should call 325-674-2626 if they have any questions. The University Counseling Center is located at the Medical and Counseling Care Center, 849 Coliseum Way, on the northwest corner of the Student Recreation and Wellness Center, between Moody Coliseum and the Teague Center.

Medical Clinic

Dr. Ellen Little, *Physician and Medical Director*
 ACU Box 28154; Abilene, Texas 79699-8154
 Medical and Counseling Care Center, 849 Coliseum Way
 Phone: 325-674-2625
 Fax: 325-674-6998
 Email: eb109a@acu.edu
 Web: www.acu.edu/medical

ACU Student Health Services is a primary care clinic staffed with licensed physicians, nurses, a nurse practitioner, and administrative staff that provide care for illnesses and injuries, as well as mental health issues. The ACU Medical Clinic is located at the northwest corner of the Student Recreation and Wellness Center, between Moody Coliseum and the Teague Center. Services are available by appointment by calling 325-674-2625. A psychiatrist is also available part-time to see patients.

Students pay a health services fee that entitles them to access to clinic services. There is a nominal charge for each physician visit. A valid ACU ID is required to access the clinic services. A student who is unsure about a medical issue or problem may come by the clinic or call 325-674-2625 and speak confidentially to a nurse. If all appointments are filled for the day, the nurse will advise on care until the student can be seen. Students who wish to have their prescription medications delivered to campus by a pharmacy may enroll in the prescription delivery program at the Medical Clinic.

The health services fee does not cover after-hours care, hospital emergency room visits, hospitalization, and referrals to providers outside of ACU Health Services. Students who are between semesters in the summer and want to continue to use the Medical Clinic may be eligible for services if they are enrolled for the fall semester. Please contact the clinic at 325-674-2625 for more information about eligibility.

The on-campus medical clinic is not a substitute for major medical insurance. Students should have their own insurance policies or coverage on their parents' insurance. Students who are thus covered should carry an insurance card in case they need medical care not covered by the clinic.

Student Organizations and Activities

Tom Craig, *Director of Student Activities and Productions*
ACU Box 29004; Abilene, Texas 79699-9004
McKinzie Hall, Room 120

Phone: 325-674-4864

Fax: 325-674-6475

Email: craigt@acu.edu

Web: 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.

Campus Activities

Campus Activities Board (CAB), FilmFest, Freshman Action Council (FAC), Freshman Follies, Homecoming Committees, Sing Song, Welcome Week Committees

Social Clubs (Men)

Frater Sodalis, 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 Group, Big Purple Marching Band, Mu Phi Epsilon (Alpha Sigma Chapter), University Chorale. For information on additional music groups, please contact the music department.

Nursing: Patty Hanks Shelton School of Nursing Student Nurses Association

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

Intramural Sports

Kenli Edwards, *Director*

ACU Box 29004; Abilene, Texas 79699-8204

Student Recreation and Wellness Center, Room 142

Phone: 325-674-2555

Email: intramuralinfo@acu.edu

Web: www.acu.edu/intramurals

The Intramural Sports Department offers great ways to get involved with activities on campus and to stay physically fit. About 3,000 students participate each year in Intramural Sports, with teams formed in residence halls, academic departments, social clubs, special interest clubs and among friends drawn together by the pleasure of playing and competing in sports.

Intramural Sports offers two in most team sports to allow everyone to find a preferred level of competitiveness. Sports offered are driven by student interest, and generally include: flag football, basketball, softball, soccer, volleyball and ultimate Frisbee, among others.

There are also opportunities for employment through Intramural Sports. The department hires student workers and officials, offering training and mentoring for officials to increase their game calling skills.

Each participant is financially responsible for care of personal injury, therefore, the Intramural Sports Department and Abilene Christian University urges all participants to either purchase student insurance offered by the university or have coverage by a private policy. The Intramural Sports Department and Abilene Christian University will not be held responsible for accidents. All students play at your own risk.

Student Regulations

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 (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 measure 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

Intercollegiate

Jared Mosley, *Director of Athletics*
ACU Box 27916; Abilene, Texas 79699-7916
Teague Special Events Center

Phone: 325-674-2353

Fax: 325-674-6831

Email: jared.mosley@acu.edu

Web: www.acusports.com

Abilene Christian University is widely known for having one of the premier athletics programs in the NCAA Division II. As a member of the Lone Star 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.

The university has some of the finest athletics facilities in the nation with a 4,500-seat gymnasium (Moody Coliseum) that serves as the home court for ACU basketball and volleyball, and the adjoining Gibson Health and Physical Education 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 new indoor hitting facility, ACU baseball players enjoy a facility that is on par with those at numerous NCAA Division I programs across the country.

ACU also has an all-weather, nine-lane track at Elmer Gray Stadium that has hosted some of the greatest athletes in both the country and world over the years. ACU Olympians Bobby Morrow, Earl Young, Billy Pemelton, Billy Olson and Tim Bright competed there, as did other Olympians including sprinter Michael Johnson. Wilma Rudolph was the headliner at the 1960 U.S. Women's Olympic Trials at the stadium.

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, John Randle, Hall of Famers John Randle and Darrell Green, Wade Wilson, Wilbert Montgomery, Dominic Rhodes, Jermaine Mayberry, Robert Garza, Keith Traylor, Pierce Holt and Daniel 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 summer 2007, adding more courts and lighting, recovering the existing courts with new surfacing and adding new wind screens.

The newest facility for ACU student-athletes to enjoy is the Soccer/Softball Complex, which is located just south of Wells Field in between the ACU softball and soccer fields. The complex, scheduled to be ready for use in mid-April 2009, will house coaches' offices, locker rooms, and team rooms for both the women's soccer and softball programs. The facility will also house a large sports medicine room that will serve both programs. Also housed in the facility will be an indoor batting facility for the women's softball team to use during times of inclement weather. The complex will also include restrooms and a concession stand that will serve fans for both soccer 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.

ACU has won all-sports titles in 26 of its 39 years in the rugged Lone Star Conference, including 14 straight from 1995-96 through the 2008-09 athletic year. ACU has five times finished runner-up in competition for the Learfield Director's Cup, which recognizes the best all-around athletics program in NCAA Division II. ACU is the only school in NCAA Division II to finish in the top 15 in each of the 16 final director's cup standings.

In addition to 4 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. When you add it all up, it is no surprise we like to say that ACU is "Where Champions Are Made."

University Requirements for ACU Degrees

University Requirements for certain baccalaureate degrees include additions or modifications to the basic university curriculum. See the chart below for special requirements for the BA, BBA, BFA, BM, BS, BSE, and BSN degrees.

BA	6 hrs – Sophomore foreign language 3 hrs – Sophomore (or higher) literature
BBA	3 hrs – ECON 260 or 261
BFA	3 hrs – Sophomore (or higher) literature
BM	Minimum of 72 hours of music
BS	No additional hours
BSE	No additional hours
BSN	12 hrs – Bible total 3 hrs – PSYC 311

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 Ministry	DMin
Specialist in School Psychology	SSP
Master of Arts	MA
Master of Accountancy	MAcc
Master of Arts in Christian Ministry	MACM
Master of Arts in Missions	MAMI
Master of Divinity	MDiv
Master of Education	MEd
Master of Liberal Arts	MLA
Master of Marriage and Family Therapy	MMFT
Master of Science	MS
Master of Science in Nursing	MSN

University Requirements for all Bachelor's Degrees

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

The Core.....	6
CORE 110 - Cornerstone.....	3
CORE 210 - Human Identity and Community.....	3
BCOR 310 - God and the Good Life.....	(3) ¹
Bible.....	15
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 One: Bible Selection.....	3
BHEB 471, 472	
BIBH 380, 383, 432	
BIBL 359, 364, 367, 452, 453, 460, 461, 466	
BIBM 340, 390, 395, 401, 403, 405, 413, 422, 434, 451, 480, 492	
BIBP 352, 380, 478, 486, 487, 489	
BIBT 332, 342, 379, 491	
BMIS 240, 245, 371, 391, 420, 421, 458	
BCOR 310 - God and the Good Life.....	3
English.....	9
ENGL 111 - Composition and Rhetoric (<i>or</i> ENGL 106/006 and 107/007)	
ENGL 112 - Composition and Literature	
Sophomore (200-299) Literature (includes literature in foreign language)	
Communication.....	3
COMS 211- Speech and Rhetoric	
Science.....	6
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	

Geology

GEOL 111 - Introduction to Geology

Nutrition

NUTR 120 - Nutrition and Wellness

Physics

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 120/121 - Engineering Physics I/Engineering Physics I Lab

PHYS 122/123 - Engineering Physics II/Engineering Physics II Lab

PHYS 230/231 - Modern Physics/Modern Physics Lab

PHYS/PHIL 378 - History and Philosophy of Science

Mathematics..... **3**
MATW 120/020, MATH 120 or higher

Social Science/Fine Arts/Humanities..... **6**
3 hours from the following list:

Economics

AGRB 261 – Principles of Agricultural and Applied Economics

ECON 260 - Principles of Macroeconomics

ECON 261 - Principles of Microeconomics

Family Studies

FAM 251 - Introduction to Family Studies

Geography

GEOG 235 - World Geography

History

HIST 117 - Civilization I

HIST 118 - Civilization II

HIST 221 - American History I

HIST 222 - American History II

Political Science

POLS 221 - Government and Business

POLS 225 - National Government

POLS 226 - States and Federal System

POLS 227 - Introduction to International Relations

Psychology

PSYC 120 - Introduction to Psychology

EDUC 221- Educational Psychology

Sociology

SOCI 111 - Introduction to Sociology

3 additional hours from the list above (in a different discipline) or from the list below:

Art

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

Music

MUSM 131 - Music in World Cultures²

MUSM 132 - Music Literature²

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

Theatre

THEA 220 - Introduction to Theatre

Kinesiology.....	3
PEAC 100 - Lifetime Wellness PEAC activity - 2 different activities	
Foreign Language³ and Cultural Awareness.....	3
<i>Foreign Language</i>	
FLAR 131 - Beginning Arabic I or FLAR 132 Beginning Arabic II	
FLFR 111 - Elementary French I or FLFR 112 Elementary French II	
FLGE 111 - Elementary German I or FLGE 112 Elementary German II	
FLJA 131 - Beginning Japanese I or FLJA 132 Beginning Japanese II	
FLLA 111 - Elementary Latin I or FLLA 112 Elementary Latin II	
FLMA 131 - Beginning Mandarin I or FLMA 132 Beginning Mandarin II	
FLRU 131 - Beginning Russian I or FLRU 132 Beginning Russian II	
FLSP 111 - Elementary Spanish I or FLSP 112 Elementary Spanish II	
<i>Business Administration</i>	
BUSA 419 - International Business	
<i>Communication</i>	
COMS 345 - Intercultural Communication	
<i>Education</i>	
EDUC 211- Educational Foundations and Multicultural Perspectives	
EDUC 476 - Effective Teaching Strategies for English Language Learners	
<i>English</i>	
ENGL 470 - Multicultural Literature	
<i>Geography</i>	
GEOG 354 - Cultural Geography	
<i>History</i>	
HIST 117 - Civilization I	
HIST 118 - Civilization II	
<i>International Studies</i>	
INTS 212 - Introduction to Great Britain	
INTS 217 – South America Southern Cone: History and Culture	
INTS 240 – Topics in Global Studies	
<i>Marketing</i>	
MKTG 419 - International Marketing	
<i>Social Work</i>	
SOCW 329 - Diversity, Power, and Oppression	
General Education Selection.....	2
Choose 2 hours of courses from any menu listed above.	
Total University Requirements Hours	56

¹BCOR 310 is a combined class for CORE and Bible; the hours for the class are counting in the total for the Bible requirement.

² Each class is a 2 hour class. Both classes must be taken to satisfy requirements.

³Admitted students who have not earned at least two high school units of the same foreign language are required to complete 6 hours of college foreign language (one language).

A single course cannot count in more than one area of University Requirements. For example, HIST 117 may only be counted as a social science or for 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 degree plan, please refer to the architecture degree plan on page 48.

College of Arts and Sciences

Greg Straughn, *Interim Dean*

Jeff Haseltine, *Associate Dean*

David Hendricks, *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

Web: 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 15 degree granting departments and programs:

- Agricultural and Environmental Sciences
- Art and Design
- Biology
- Chemistry and Biochemistry
- Conflict Resolution
- Communication
- Engineering and Physics
- History
- Journalism and Mass Communication
- Language and Literature
- Mathematics
- Music
- Political Science
- 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 offered in Arts and Sciences through the Graduate School. For more information, consult the *Graduate School* section of this catalog (page 138).

Other programs in the College of Arts and Sciences are:

- Criminal Justice (Political Science)
- Gerontology Certificate (Interdisciplinary Programs)
- Institute of Intensive English (IIE) (Language and Literature)
- International Studies (History)
- Ethnic and Women's Studies Minor (History and Interdisciplinary Programs)

Agricultural and Environmental Sciences

Bryan E. Brokaw, *Chair, Program Coordinator for Agricultural and Environmental Sciences*

ACU Box 27986

Abilene, Texas 79699-7986

Zona Luce Building, Room 208

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*

Emmett Miller, *Assistant Professor*

Michael Nicodemus, *Assistant 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 man 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 not disconnected from 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 20).

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.

BS: AGRIBUSINESS DEGREE PLAN (AGRB)

UNIVERSITY REQUIREMENTS

Please see the *University Requirements* section of this catalog (page 38).

MAJOR REQUIREMENTS

Agricultural and Environmental Sciences Core

AENV 110 Intro. to Ag. and Envr. Syst. and Tech	3
ANSC 111 General Animal Science	3
ENVR 112 Plant Science	3
ENVR 233 Soil Science	3

TOTAL **12**

Agribusiness

AGRB 261 Principles of Agricultural and Applied Economics (3) ¹	
AGRB 382 Agribusiness Management	3
AGRB 385 Food and Fiber Marketing	3
AGRB 430 Commodity Markets	3
AGRB 442 Agricultural and Natural Resource Policy (writing intensive course)	3
ACCT 210 Financial Accounting	3
ACCT 211 Managerial Accounting	3
BLAW 363 Legal Environment of Business	3
Advanced selections from: AENV, AGRB, ANSC, or ENVR	9

TOTAL **30**

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

SUPPLEMENT FOR MAJOR

Business

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	3
MKTG 320 Principles of Marketing	3

Mathematics

MATH 130 Finite Math for Applications (3)¹

Science Core

BIOL 112 General Biology I (3)¹
 BIOL 114 General Biology I Lab 1

or

BIOL 113 General Biology II (3)¹
 BIOL 115 General Biology II Lab 1

and

CHEM 113 Introductory Chemistry (3)¹

CHEM 111 Introductory Chemistry Lab	1
Choose one: POLS 221, 225	(3) ¹
TOTAL	23
¹ Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
ELECTIVES	
Minimum	7
TOTAL MAJOR HOURS	72
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 38).

MAJOR REQUIREMENTS

Agricultural and Environmental Sciences Core

AENV 110 Intro. to Ag. and Envr. Syst. and Tech	3
ANSC 111 General Animal Science	3
ENVR 112 Plant Science	3
ENVR 233 Soil Science	3
Total	12

Animal Science Core

AGRB 261 Principles of Agricultural and Applied Economics . (3) ¹	3
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 (writing-intensive course)	3
Total	18

Kinesiology

(LM and PVH use ANSC 360 for 1 hour of PEAC activity) (1)¹

Mathematics

MATH 123 Intro to Probability and Statistics (BI and LM) <i>or</i>	
MATH 124 Precalculus II (BR) <i>or</i>	
MATH 185 Calculus I (PVH)	(3) ¹

Science Requirements

BIOL 112 General Biology I	(3) ¹
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) <i>or</i>	
CHEM 133 General Chemistry I (BR and PVH)	(3) ¹
TOTAL	38
¹ Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	

ANIMAL INDUSTRY AND BUSINESS TRACK (BI)

AGRB 385 Food and Fiber Marketing	3
AGRB 430 Commodity Markets	3
ANSC 337 Animal Nutrition Lab	1
ANSC 345 Techniques in Animal Production	1
Choose two from the following:	6
ANSC 235 Companion Animal Management	
ANSC 363 Monogastric Livestock Production	
ANSC 483 Ruminant Livestock Production	
Choose one from the following:	3
AENV 371 Experimental Design and Data Analysis	
AGRB 442 Agricultural and Natural Resource Policy	
ENVR 350 Rangeland Ecology	
TOTAL	17

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
TOTAL	11

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 one):	
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 two from the following:	6
ANSC 235 Companion Animal Management	
ANSC 363 Monogastric Livestock Production	
ANSC 483 Ruminant Livestock Production	
ENVR 350 Rangeland Management	
TOTAL	14-15

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
TOTAL	13

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 one):	
Animal Production Emphasis (14 hours)	
ANSC 235 Companion Animal Management	3
ANSC 360 Horses and Horsemanship	2
ANSC 363 Monogastric Livestock Production	3
Choose two from the following:	6
AENV 371 Experimental Designs and Data Analysis	
AGRB 385 Food and Fiber Marketing <i>or</i>	
AGRB 430 Commodity Markets	
ANSC 431 Animal Biotechnology	

Rangeland Ecology Emphasis (13 hours)	
ENVR 345 Rangeland Plants	3
ENVR 354 Range Science	3
ENVR 455 Wildlife Ecology	4
Choose one from the following:	3
AENV 371 Experimental Designs and Data Analysis	
AGRB 442 Agricultural and Natural Resource Policy	
ANSC 235 Companion Animal Management	
ANSC 363 Monogastric Livestock Production	
ENVR 341 Water Resources	
TOTAL	21-22
SUPPLEMENT FOR MAJOR (LM TRACK)	
CHEM 111 Introductory Chemistry Lab	1
CHEM 112/114 Introductory Organic and Biological Chemistry Lecture/Lab	4
TOTAL	5
PRE-VETERINARY MEDICINE AND HEALTH TRACK (PVH)	
ANSC 235 Companion Animal Management	3
ANSC 360 Horses and Horsemanship	2
TOTAL	5
SUPPLEMENT FOR MAJOR (PVH TRACK)	
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	3
CHEM 454 Biochemistry II	3
TOTAL	23
ELECTIVES	
Minimum (BI Track)	6
Minimum (BR Track)	6-7
Minimum (LM Track)	7-8
Minimum (PVH Track)	6
TOTAL MAJOR HOURS	72
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>	

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.

BS: ENVIRONMENTAL SCIENCE DEGREE PLAN (ENVR)

UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog (page 38).

MAJOR REQUIREMENTS

Agricultural and Environmental Sciences Core	
AENV 110 Intro. to Ag. and Envr. Syst. and Tech	3
ANSC 111 General Animal Science	3
ENVR 112 Plant Science	3
ENVR 233 Soil Science	3
Total	12
Environmental Science Core	
AGRB 261 Principles of Agricultural and Applied Economics (3) ¹	
AGRB 382 Agribusiness Management	3
ENVR 350 Rangeland Ecology	3
ENVR 410 Environmental Law and Policy	3
ENVR 420 Environmental Thought (writing-intensive course)	3
Total	12
Advanced selections from AENV or ENVR	6
TOTAL	30
¹ Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
SUPPLEMENT FOR MAJOR	
Mathematics	
MATH 123 Intro to Probability & Stats (ENWV, ENVO, ENVP) <i>or</i> MATH 124 or 185 (ENVF)	(3) ¹
Science Core	
BIOL 112 General Biology I	(3) ¹
BIOL 114 General Biology I Lab	1
CHEM 113 Introductory Chemistry <i>or</i> CHEM 133 General Chemistry I (ENVF)	(3) ¹
BIOL 113/115 General Biology II Lecture/Lab	4
Social Sciences/Humanities	
POLS 225 National Government	(3) ¹
TOTAL	5
¹ Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
WILDLIFE AND NATURAL RESOURCE MANAGEMENT TRACK (ENWV)	
ANSC 336 Animal Nutrition	3
BIOL 221/223 Animal Biology <i>or</i> BIOL 222/224 Plant Biology	4
CHEM 111 Intro to Chemistry Lab	1
CHEM 112/114 Intro to Organic and Biological Chemistry	4
ENVR 345 Rangeland Plants	3
ENVR 354 Range Science	3
ENVR 455 Wildlife Ecology	4
Choose two: BIOL 305, 311, 315, 322, 362, 367, 370, 380, 403, 425, 471, 477	6
TRACK TOTAL	28
OUTDOOR STUDIES TRACK (ENVO)	
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 345 Rangeland Plants	3
ENVR 455 Wildlife Ecology	4
KINE 241 First Aid	1
KINE 360 Leadership and Management for Health Promotion	3
KINE 460 Program Planning for Health Promotion	3
Choose three courses (in addition to university requirements): PEAC 206, 210, 211, 225, 229, 239, 341, 343, 345, 350, 351, 352	3
TRACK TOTAL	25
FIELD TECHNOLOGY TRACK (ENVF)	
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 320 Energy Resources	3
ENVR 341 Water Resources	3
ENVR 345 Rangeland Plants	3
TRACK TOTAL	25
POLITICS AND PUBLIC POLICY TRACK (ENVP)	
AGRB 442 Agricultural and Natural Resource Policy	3
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 four: POLS 345, 360, 381, 383, 385, 395, 483, 488, 492, 494	12
TRACK TOTAL	26
ELECTIVES	
Minimum (ENVW)	9
Minimum (ENVO, ENVF)	12
Minimum (ENVP)	11
TOTAL MAJOR HOURS	72
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 20).

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 104 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 38).	
MAJOR REQUIREMENTS	
Agribusiness	
AGRB 261 Principles of Agricultural and Applied Economics . (3) ¹	
Animal Science	
AENV 110 Intro. to Ag. and Envr. Syst. and Tech.	3
ANSC 111 General Animal Science	3
ANSC 336 Animal Nutrition	3
ANSC 497 Special Problems in Animal Science (a writing-intensive course)	3
Biology	
BIOL 112 General Biology I	(3) ¹
BIOL 114 General Biology I Lab	1
BIOL 113/115 General Biology II Lecture/Lab	4
BIOL 351 Genetics	3
BIOL 355/357 Microbiology Lecture/Lab	4
Chemistry	

CHEM 133 General Chemistry I	(3) ¹
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 453 Biochemistry I	3
CHEM 454 Biochemistry II	3
English	
ENGL 326 Business and Professional Writing <i>or</i> ENGL 327 Scientific and Technical Writing	3
Mathematics	
MATH 131 Calculus for Applications <i>or</i> MATH 185 Calculus I	(3) ¹
Physics	
PHYS 110/111 General Physics I Lecture/Lab	4
PHYS 112/113 General Physics II Lecture/Lab	4
TOTAL	54
¹ Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	

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 an advisor in the Department of Agriculture and Environmental Studies.

TOTAL MAJOR HOURS	54
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

*Courses numbered 0** do not count in
minimum hours required for degree.*

Minor in Agricultural Sciences

MINOR: AGRICULTURAL SCIENCES (AGRS)	
CHEM 111/113 Introduction to Chemistry Lecture/Lab	4
AGRB 261 Principles of Agricultural and Applied Economics	3
ANSC 111 General Animal Science	3
ENVR 112 Plant Science	3
ENVR 233 Soil Science	3
Choose two advanced courses from: AENV, AGRB, ANSC, ENVR	6
TOTAL	22

Minor in Environmental Science

MINOR: ENVIRONMENTAL SCIENCE (ENVR)	
CHEM 111/113 Introduction to Chemistry Lecture/Lab	4
AENV 130 Environmental and Technological Science	3
ENVR 112 Plant Science	3
ENVR 233 Soil Science	3
ENVR 300-499	9
TOTAL	22

Course Descriptions

Please see the *Course Descriptions* section of this catalog (page 172). Courses offered by the Department of Agricultural and Environmental Sciences include those with the following designations: AENV, AGRB, ANSC, 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, *Associate Professor*
 Ronnie Rama, *Associate Professor*
 Virginia Sadler, *Professor*
 Nil Santana, *Instructor*
 Kathryn Wasemiller, *Professor*
 Mike Wiggins, *Associate Professor*
 Brandon Young, *Assistant Professor*

Majors: Art (BFA)

Graphic Design/Advertising (BA)
 Interior Design (BS)
 Architecture (AA)

Art BFA Concentrations:

All-Level Teaching
 Graphic Design
 Two-Dimensional Studio
 Three-Dimensional Studio

Minor: Art

Graphic Design
 Interior Design

Introduction

The Department of Art and Design offers BFA, BA, BS and AA degrees. The Bachelor of Fine Arts degree is available in these areas of concentration: all-level teaching, graphic design, two-dimensional studio and three-dimensional studio. The Bachelor of Arts degree is available in, graphic design/advertising. 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 may be added to other ACU majors. The department owes its outstanding reputation to its faculty, its facilities and its students.

The versatile faculty is made up of award-winning artists, artists who actively produce and exhibit their creative work, 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, who that become true mentors to their students.

These artist/teachers believe that art is important, that art makes a difference in this world, that art makes this world a better place, a more beautiful place, 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, 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, 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 lab is 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.

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. And 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, as animators, as book illustrators and as graphic designers. They work in advertising as art directors and as creative consultants. Grad

uates of the Department of Art and Design become full-time creative artists that 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 in every aspect of our society. In their respected 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 – tradition of training so essential of 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

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 20).

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 place 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 Requirement

All art and design majors must fulfill the requirements related to Art Event Credits, First & Second Year Reviews and Student Competitions as described in the *Art & Design Student Requirements & Handbook*.

Student Exhibitions

All art and design majors are required to prepare and submit work for a senior show and enter all department sponsored student competitions for which they are eligible.

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 head 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.

Bachelor of Fine Arts Degree (BFA)

The BFA is a studio intense course of study designed for students with a strong commitment to a professional future as graphic designers, studio artists or artist/teachers. The student may, according to his or her interests and career goals, select a major concentration from the areas of all-level teaching certification, graphic design, two-

dimensional studio (drawing, painting, illustration and printmaking) or three-dimensional studio (sculpture, ceramics, and jewelry/metals). Those who select the BFA degree plan are expected to exhibit a high level of competence and motivation. Post-graduate or graduate study should be a part of the future plans of the student pursuing a career in art. Those with the goal of becoming college studio art instructors should plan on graduate study terminating in the Master of Fine Arts degree.

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 20).

ART ALL-LEVEL TEACHING, GRAPHIC DESIGN, TWO-DIMENSIONAL STUDIO, THREE-DIMENSIONAL STUDIO (BFA)

BFA: ART ALL-LEVEL TEACHING, GRAPHIC DESIGN, TWO-DIMENSIONAL STUDIO, THREE-DIMENSIONAL STUDIO (BFA)

UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog (page 38).

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 213 Figure Drawing II	3
ART 314 Advanced Drawing	3
ART 315 Printmaking	3
ART 331 Sculpture I	3
ART 341 Painting I	3
TOTAL	27

CONCENTRATIONS

All-Level Teaching (ARTT)	
ART 287 Art for Elementary Teacher	3
ART 291 Intro to Photography	3
ART 351 Typography I	3
ART 361 Ceramics I <i>or</i>	
ART 371 Jewelry/Metal I	3
ART 488 Art Education: Secondary	3
EDUC 211 Educ Foundation & Multicultural Perspectives	3
EDUC 221 Educational Psychology	(3) ¹
EDUC 413 Prof Practice and Classroom Management	2
EDUC 433 Intro to the Reading Process	1
EDUC 490 Student Teaching	6
SPED 371 Teaching Students with Special Needs	3
TOTAL	30

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

Graphic design (GRDS)	
ART 291, 351, 352, 353, 454, 455, 456, 457 and 9 hours of two- and/or three-dimensional studio (ART 200-499)	33

Two-Dimensional studio (TWOD)	
ART 495, 21 hours of two-dimensional studio and 9 hours of two- and/or three-dimensional studio (ART 200-499)	33

Three-Dimensional studio (THRD)	
ART 495, 21 hours of three-dimensional studio and 9 hours of two- and/or three-dimensional studio (ART 200-499)	33

SUPPLEMENT FOR MAJOR

ART 221 Art History: Survey I	3
ART 222 Art History: General Survey II	(3) ¹

ART 323 Art History: 20th Century (writing-intensive course)	3
ART 324 Art History: American	3
Sophomore Literature	3
TOTAL	12

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

ELECTIVES

Minimum (GRDS, TWOD, THRD)	3
Minimum (ARTT)	6

TOTAL MAJOR HOURS	75
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CRITERIA FOR ADMISSION TO 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 12 hours in the candidate's chosen content field;
4. Have a minimum Grade Point Average (GPA) of 2.75 (2.75 or higher in the content field);
5. Complete 6 hours of University Requirements English 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. Pass all three sections of the Texas Higher Education Assessment (THEA) test, with a score on the reading section of 260 or higher, a score on the math section of 230 or higher and a score on the writing section of 240 or higher; Students may retake the THEA once if the required level is not earned in the first administration. Acceptance of scores from a third administration of the THEA are subject to review by the Teacher Education Admissions Committee;
7. Successfully complete (C or better) EDUC 211 - Educational Foundations and Multicultural Perspectives;
8. Successfully complete first submission of the Teacher Education E-portfolio as described in the ACU Teacher Education Student Handbook;
9. A declared major that includes certification;
10. Receive approval from the Teacher Education Admissions and Review Committee. An interview with the committee may be required.

English Language Proficiency Requirement for International Students: International students with primary languages other than English must demonstrate English language proficiency by the following:

Obtain an official TOEFL score of at least 600 (computer-based score of 250, iBT of 100).

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). Approval to take Education Block classes (411/412 and 431/432) and to enroll in student teaching must be obtained from the Teacher Education Admissions and Review Committee before enrolling in those classes.

Additional requirements for maintaining program admission status:

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.
2. A grade of C or better is required for all majors courses.
3. Junior and senior transfer students must take the THEA and be admitted to the Teacher Education Program during their first semester at Abilene Christian University to continue in professional education course work. Arrangements to take the THEA should be made as quickly as possible by contacting the Office of Career and Academic Development.

Note:

A candidate who does not have an overall GPA of 2.75 or higher may be conditionally 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
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

OTHER GRADUATION REQUIREMENTS

Minimum GPA in major (GRDS, TWOD, THRD).....	2.25
Minimum GPA for graduation (GRDS, TWOD, THRD)	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.

*Courses numbered 0** do not count in minimum hours required for degree.*

GRAPHIC DESIGN/ADVERTISING (BA)

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 art and journalism and mass communication departments.

BA: GRAPHIC DESIGN/ADVERTISING DEGREE PLAN (ARTC)**UNIVERSITY REQUIREMENTS**

Please see the University Requirements section of this catalog (page 38).

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 341 Painting I	3
ART 351 Typography I	3
ART 352 Typography II	3
ART 353 Identity & Brand Design	3
ART 371 Jewelry/Metals I	3
ART 454 Information Graphics	3
ART 455 Persuasive Graphics	3
ART 456 Graphic Design Portfolio	3
TOTAL	36

Communication

JMC 102 Creating Media Messages	3
JMC 201 Introduction to Visual Media	3
JMC 233 Photography <i>or</i>	
JMC 260 Television Studio Production	3
JMC 342 Publication Design <i>or</i>	
JMC 310 Interactive Media <i>or</i>	
JMC 351 Electronic Publishing	3-4
JMC 348 Principles of Advertising	3
JMC 390 Advertising Creativity and Copy Writing	3
JMC 488 Communication Law	3
JMC 492 Ad/PR Campaigns	3
TOTAL	24-25

SUPPLEMENT FOR MAJOR

ART 221 Art History: Survey I	3
ART 222 Art History: Survey II	(3) ¹
ART 323 Art History: 20th Century (writing-intensive course)	3
Foreign Language	
FLFR, FLGE, FLLA, FLSP 221, 222	6
English	

Sophomore Literature	3
TOTAL	15
¹ Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
ELECTIVES	
Covered by two-field requirements.	
TOTAL MAJOR HOURS	75-76
OTHER GRADUATION REQUIREMENTS	
Minimum GPA in major	2.25
Minimum GPA for graduation	2.00
Minimum advanced hours	33
Minimum total hours	131-132
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

INTERIOR DESIGN (BS)

The Council for Interior Design Accreditation (formerly FIDER) accredited Bachelor of Science degree in interior design 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.

BS: INTERIOR DESIGN DEGREE PLAN (INTD)	
UNIVERSITY REQUIREMENTS	
Please see the University Requirements section of this catalog (page 38).	
MAJOR REQUIREMENTS	
Art	
ART 105 Two-Dimensional Design	3
ART 106 Three-Dimensional Design	3
ART 222 Art History: General Survey II	(3) ¹
Design	
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	3
Total	54
Choose one track:	
Art and Design Track Option	
ART/DSGN 100-400 level (of which one must be upper level; course prerequisites must be followed)	12
Business Track Option	
Business Courses 100-400 level (of which one 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, 344	12

TOTAL	12
¹ Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
ELECTIVES	
Minimum	6
TOTAL MAJOR HOURS	72
OTHER GRADUATION REQUIREMENTS	
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.

AA: ARCHITECTURE DEGREE PLAN (PRAR)	
UNIVERSITY REQUIREMENTS	
The Core	6
CORE 110 - Cornerstone	
CORE 210 - Human Identity and Community	
Bible	6
BIBL 101 - Jesus: His Life and Teachings	
BIBL 102 - Early Christians: Life, Literature and Community	
English	6
ENGL 111 - Composition and Rhetoric (or ENGL 106/006 and 107/007)	
ENGL 112 - Composition and Literature	
Communication	3
COMS 211 - Speech and Rhetoric	
Science	3
<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 120/121 - Engineering Physics I/Engineering Physics I Lab PHYS 122/123 - Engineering Physics II/Engineering Physics II Lab PHYS 230/231 - Modern Physics/Modern Physics Lab PHYS/PHIL 378 - History and Philosophy of Science	
Mathematics	3
MATW 120/020, MATH 120 or higher	
Social Science	3
<i>Economics</i> AGRB 261 – Principles of Agricultural and Applied Economics ECON 260 - Principles of Macroeconomics ECON 261 - Principles of Microeconomics	
<i>Family Studies</i> FAM 251 - Introduction to Family Studies	
<i>Geography</i> GEOG 235 - World Geography	
<i>History</i> HIST 117 - Civilization I HIST 118 - Civilization II HIST 221 - American History I HIST 222 - American History II	
<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 EDUC 221- Educational Psychology	
<i>Sociology</i> SOC 111 - Introduction to Sociology	
Kinesiology	2
PEAC 100 - Lifetime Wellness PEAC activity - 1 activity	
Foreign Language and Cultural Awareness	3
<i>Foreign Language</i> FLAR 131 - Beginning Arabic I or FLAR 132 Beginning Arabic II FLFR 111 - Elementary French I or FLFR 112 Elementary French II FLGE 111 - Elementary German I or FLGE 112 Elementary German II FLJA 131 - Beginning Japanese I or FLJA 132 Beginning Japanese II FLLA 111 - Elementary Latin I or FLLA 112 Elementary Latin II FLMA 131 - Beginning Mandarin I or FLMA 132 Beginning Mandarin II FLRU 131 - Beginning Russian I or FLRU 132	

Beginning Russian II FLSP 111 - Elementary Spanish I or FLSP 112 Elementary Spanish II <i>Business Administration</i> BUSA 419 - International Business <i>Communication</i> COMS 345 - Intercultural Communication <i>Education</i> EDUC 211- Educational Foundations and Multicultural Perspectives EDUC 476 - Effective Teaching Strategies for English Language Learners <i>English</i> ENGL 470 - Multicultural Literature <i>Geography</i> GEOG 354 - Cultural Geography <i>History</i> HIST 117 - Civilization I HIST 118 - Civilization II <i>International Studies</i> INTS 210 - Introduction to Global Studies <i>Marketing</i> MKTG 419 - International Marketing <i>Social Work</i> SOCW 329 - Diversity, Power, and Oppression	
Total University Requirements Hours	35
MAJOR REQUIREMENTS	
Art	
ART 105 Two-Dimensional Design	3
ART 106 Three-Dimensional Design	3
Design	
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
Mathematics	
MATH 124 Precalculus II	(3) ¹
Science	
PHYS 110 General Physics I.....	(3) ¹
PHYS 111 General Physics I Lab.....	1
Social Science/Humanities/Fine Arts	
HIST 117 Civilization I <i>or</i> HIST 118 Civilization II.....	(3) ¹
POLS 226 States and Federal System.....	3
TOTAL	34
¹ Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
ELECTIVES	
Minimum	0
TOTAL MAJOR HOURS	34
OTHER GRADUATION REQUIREMENTS	
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**MINOR: ART (ART)****Art Foundations**

ART 105 Two-Dimensional Design	3
ART 106 Three-Dimensional Design	3
ART 111 Basic Drawing	3
ART 112 Figure Drawing	3

Art History

ART 222 Art History: General Survey II	3
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Advanced Art Selections from:

ART 300-499	6
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TOTAL	21
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Minor in Graphic Design**MINOR: GRAPHIC DESIGN (GRDS)****Required Courses**

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

TOTAL	15
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Choose two courses from the following:

ART 291 Introduction to Black and White Photography.....	3
ART 353 Identity and Brand Design	3
ART 454 Information Graphics.....	3
ART 455 Persuasive Graphics.....	3

TOTAL	6
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Or the two following courses

ART 454 Information Graphics.....	3
ART 457 Interactive Design.....	3

TOTAL	6
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OTHER REQUIREMENTS

Minimum grade in all courses required for minor.....	C
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Minor in Interior Design**MINOR: INTERIOR DESIGN (INTD)****Required Courses**

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

TOTAL	15
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Choose two courses from the following (at least one course must be upper-level):

DSGN 221 History Architecture & Design I.....	3
DSGN 222 History Architecture & Design II.....	3
DSGN 232 Digital Design Communication.....	3
DSGN 302 Intermediate Interior Design II.....	3
DSGN 351 Interior Components (writing-intensive course)	3
DSGN 352 Building Systems	3
DSGN 461 Professional Principles and Practices (for Design Practitioners).....	3

TOTAL	6
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OTHER REQUIREMENTS

Minimum grade in all courses required for minor.....	C
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Course Descriptions

Please see the *Course Descriptions* section of this catalog (page 172). Courses offered by the Department of Art include those with the following designation: ART, DSGN.

Biology

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Foster Science Building, Room 477

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Email: nicholsj@acu.edu
Web: www.acu.edu/biology

Faculty

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

Majors: Biology (BA)

Biology (BS)

Life Science (One-Field Teacher Certification

Grades 8-12) (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 effectively 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 land 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.

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 20).

BIOLOGY (BS)

BS: BIOLOGY DEGREE PLAN (BIOL)

UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog (page 38).

MAJOR REQUIREMENTS

Biology

BIOL 112 General Biology I	(3) ¹
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	3
BIOL 362 Ecology	3
BIOL 497 Seminar in Biology (writing-intensive course)	3
TOTAL	18

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

SUPPLEMENT FOR MAJOR (TRACKS)

CELLULAR/MOLECULAR BIOLOGY Track (BICM)

BIOL 472 Biochemistry I	3
BIOL 475 Molecular Genetics	3
BIOL 476 Biotechnology Laboratory	2
BIOL Selections: 13 hours of which 9 hours of 300-499	13
TOTAL	21

GENERAL BIOLOGY Track (BIOG)

21 hours BIOL of which 17 hours of 300-499	21
TOTAL	21

HEALTH PROFESSIONS Track (BIOH)

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
TOTAL	21

ORGANISMAL BIOLOGY Track (BIOO)

BIOL 492 Physiology	3
Choose 2 from :	
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	8
BIOL Selections: 10 hours of which 6 hours are 300-499	10
TOTAL	21

BIOLOGY/BUSINESS Track (BIOB)

BIOL Selections: 21 hours of which 17 hours are 300-499	21
TOTAL	21

SUPPLEMENT FOR MAJOR (BICM, BIOG, BIOH, BIOO)

Chemistry

CHEM 133 General Chemistry I	(3) ¹
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

Physics

PHYS 110/111 General Physics I Lecture/Lab	4
PHYS 112/113 General Physics II Lecture/Lab	4

Mathematics

MATH 124 Precalculus II <i>or</i> MATH 131 Calculus for Application <i>or</i> MATH 185 Calculus I	(3) ¹
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Literature (not including ENGL 351)

TOTAL

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

SUPPLEMENT FOR MAJOR (BIOB)

Chemistry

CHEM 133 General Chemistry I	3
CHEM 131 General Chemistry I Lab	1
CHEM 132/134 General Chemistry II Lecture/Lab	4

College of Business Administration

ACCT 210 Financial Accounting	3
FIN 310 Financial Management	3
MKTG 320 Principles of Marketing <i>or</i> MKTG 343 Personal Selling	3
MGMT 330 Management and Organizational Behavior	3

Mathematics

MATH 124 Precalculus II <i>or</i> MATH 131 Calculus for Application	3
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Literature (Not including ENGL 351)

TOTAL

ELECTIVES

Minimum (BICM, BIOG, BIOH, BIOO)	9
Minimum (BIOB)	13

TOTAL MAJOR HOURS	72
OTHER GRADUATION REQUIREMENTS	
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>	

LIFE SCIENCE (ONE-FIELD TEACHER CERTIFICATION GRADES 8-12) (BS)

BS: HIGH SCHOOL TEACHER CERTIFICATION – LIFE SCIENCE (GRADES 8-12) DEGREE PLAN (BIOT)

UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog (page 38).

MAJOR REQUIREMENTS

Biology

BIOL 112 General Biology I	(3) ¹
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 353/357 General Microbiology Lecture/Lab	4
BIOL 362/364 Ecology Lecture/Lab	4
BIOL 492/495 Physiology Lecture/Lab	4
BIOL 497 Seminar in Biology (writing-intensive course)	3
Additional Advanced Biology	6
TOTAL	33

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

SUPPLEMENT FOR MAJOR

Other

CHEM 133 General Chemistry I	(3) ¹
CHEM 131 General Chemistry I Lab	1
CHEM 134/132 General Chemistry II Lecture/Lab	4
MATH 124 or 185	(3) ¹

Professional Education

EDUC 211 Educational Foundations and Multi-cultural Perspective	3
EDUC 221 Educational Psychology	3
EDUC 412 Secondary Curriculum and Media	3
EDUC 432 Secondary Management and Methods	3
EDUC 490 Student Teaching	6
READ 322 Reading in Secondary Content Areas	3
SPED 371 Teaching Students with Special Needs (writing-intensive course)	3
TOTAL	29

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

ELECTIVES

Minimum	10
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TOTAL MAJOR HOURS	72
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CRITERIA FOR ADMISSION TO 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 12 hours in the candidate's chosen content field;
4. Have a minimum Grade Point Average (GPA) of 2.75 (2.75 or higher in the content field);
5. Complete 6 hours of University Requirements English 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. Pass all three sections of the Texas Higher Education Assessment (THEA) test, with a score on the reading section of 260 or higher, a score on the math section of 230 or higher and a score on the writing section of 240 or higher; Students may retake the THEA once if the required level is not earned in the first administration. Acceptance of scores from a third administration of the THEA are subject to review by the Teacher Education Admissions Committee;
7. Successfully complete (C or better) EDUC 211 - Educational Foundations and Multicultural Perspectives;
8. Successfully complete first submission of the Teacher Education E-portfolio as described in the ACU Teacher Education Student Handbook;
9. A declared major that includes certification;
10. Receive approval from the Teacher Education Admissions and Review Committee. An interview with the committee may be required.

English Language Proficiency Requirement for International Students: International students with primary languages other than English must demonstrate English language proficiency by the following:

Obtain an official TOEFL score of at least 600 (computer-based score of 250, iBT of 100).

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). Approval to take Education Block classes (411/412 and 431/432) and to enroll in student teaching must be obtained from the Teacher Education Admissions and Review Committee before enrolling in those classes.

Additional requirements for maintaining program admission status:

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.
2. A grade of C or better is required for all majors courses.
3. Junior and senior transfer students must take the THEA and be admitted to the Teacher Education Program during their first semester at Abilene Christian University to continue in professional education course work. Arrangements to take the THEA should be made as quickly as possible by contacting the Office of Career and Academic Development.

Note:

A candidate who does not have an overall GPA of 2.75 or higher **may** be conditionally 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
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

OTHER GRADUATION REQUIREMENTS

Minimum grade for majors courses	C
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)

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 20).

BIOLOGY (BA)

BA: BIOLOGY DEGREE PLAN (BIOL)

UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog (page 38).

MAJOR REQUIREMENTS

Biology

BIOL 112 General Biology I	(3) ¹
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 (writing-intensive course)	3
Advanced Biology (BIOL 300-499)	17
TOTAL	29

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

SUPPLEMENT FOR MAJOR

Chemistry

CHEM 113 Introductory Chemistry	(3) ¹
CHEM 111 Introductory Chemistry Lab	1
<i>and</i>	
CHEM 114/112 Intro to Organic & Biol Chem Lecture/Lab	4
<i>or</i>	
CHEM 133 General Chemistry I (<i>requires MATH 124 or 185 or placement into MATH 124 or 185</i>)	(3) ¹
CHEM 131 General Chemistry I Lab	1
<i>and</i>	
CHEM 132/134 General Chemistry II Lecture/Lab	4

Course Concentration

Courses in another department (required CHEM and University Requirements courses are excluded)

FLFR, FLGE, FLLA, <i>or</i> FLSP 221, 222	6
Literature (Not including ENGL 351)	3
TOTAL	26

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

ELECTIVES

Minimum

TOTAL MAJOR HOURS

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.*

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 26)). See the Health Professions Cooperative Degree in the *Interdisciplinary Programs* section of this catalog for complete course requirements (page 129).

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 20).

Minor in Biology

MINOR: BIOLOGY (BIOL)

Biology selections from:

BIOL 100-299

Advanced biology selections from:

BIOL 300-499

TOTAL

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 172). Au Sable Institute courses are designated in the course descriptions. Courses offered by the Department of Biology include those with the following designation: BIOL.

Chemistry and Biochemistry

Kim Pamplin, *Chair*
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Abilene, Texas 79699-8132
Foster Science Building, Room 256

Phone: 325-674-2176
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Faculty

T. Brian Cavitt, *Associate Professor*
Eric Hardegree, *Professor*
Bruce Hopkins, *Assistant Professor*
Sarah Lee, *Assistant Professor*
Kim Pamplin, *Associate Professor*
Cynthia Powell, *Assistant Professor*
Gregory Powell, *Professor*
Perry Reeves, *Professor*
Autumn Sutherlin, *Associate Professor*

Majors: Biochemistry (BA)
Biochemistry (BS)
Chemistry (BS) (Includes Teacher Certification)
Physical Science (One-Field Teacher Certification
Grades 8-12) (BS)

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 and in physical 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 129)). 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.

Health professions such as medicine and dentistry require an understanding of chemistry and biochemistry as a basis for advanced study. More than 150 practicing doctors and dentists 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 eight 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 chemistry (teaching track) is designed to lead to certification as a secondary chemistry teacher. The BS degree leading to physical science certification is designed to prepare students to teach physics, chemistry, and related subjects in grades 8-12. The BA degree in biochemistry and the BS degree in biochemistry (health 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. 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 20).

CHEMISTRY (BS)

BS: CHEMISTRY DEGREE PLAN (CHEM)	
UNIVERSITY REQUIREMENTS	
Please see the University Requirements section of this catalog (page 38).	
MAJOR REQUIREMENTS	
Chemistry	
CHEM 133 General Chemistry I	(3) ¹
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	4
CHEM 356 Analytical Chemistry II	4
CHEM 423 Chemistry and Biochemistry Seminar (writing-intensive course)	3
CHEM 453 Biochemistry I	3
Advanced Chemistry Course	3
TOTAL	30
¹ Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
SUPPLEMENT FOR MAJOR (TRACKS)	
ACS Track (CHEM)	
Chemistry	
CHEM 333 Physical Chemistry I	4
CHEM 334 Physical Chemistry II	4
CHEM 441/443 Inorganic Chemistry Lecture/Lab	4
Mathematics	
MATH 185 Calculus I	(3) ¹
MATH 186 Calculus II	3
MATH 286 Calculus III	3
Physics	
PHYS 120 Engineering Physics I	(3) ¹
PHYS 121 Engineering Physics I Lab	1
PHYS 122/123 Engineering Physics II Lecture/Lab	4
TOTAL	23
CHEMISTRY EDUCATION Track (CHMT)	
CHEM 413 Physical Chemistry/Life Sciences	3

PHYS 110 Gen. Physics I	(3) ¹
PHYS 111 Gen. Physics I Lab	1
PHYS 112/113 Gen. Physics II Lecture/Lab	4
MATH 131 Calculus for Application <i>or</i> MATH 185 Calculus I	(3) ¹
EDUC 211 Education Foundations and Multicultural Perspectives	3
EDUC 221 Educational Psychology	(3) ¹
EDUC 412 Secondary Curriculum and Media <i>and</i> EDUC 432 Secondary Management and Methods	6
EDUC 490 Student Teaching	6
READ 322 Reading in Secondary Content Areas	3
SPED 371 Teaching Students with Special Needs (writing-intensive course)	3
TOTAL	29

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

ELECTIVES

Minimum (ACS Track)	19
Minimum (CHMT Track)	13

TOTAL MAJOR HOURS **72**

CRITERIA FOR ADMISSION TO TEACHER EDUCATION (FOR CHMT TRACK)

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 12 hours in the candidate's chosen content field;
4. Have a minimum Grade Point Average (GPA) of 2.75 (2.75 or higher in the content field);
5. Complete 6 hours of University Requirements English 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. Pass all three sections of the Texas Higher Education Assessment (THEA) test, with a score on the reading section of 260 or higher, a score on the math section of 230 or higher and a score on the writing section of 240 or higher; Students may retake the THEA once if the required level is not earned in the first administration. Acceptance of scores from a third administration of the THEA are subject to review by the Teacher Education Admissions Committee;
7. Successfully complete (C or better) EDUC 211 - Educational Foundations and Multicultural Perspectives;
8. Successfully complete first submission of the Teacher Education E-portfolio as described in the ACU Teacher Education Student Handbook;
9. A declared major that includes certification;
10. Receive approval from the Teacher Education Admissions and Review Committee. An interview with the committee may be required.

English Language Proficiency Requirement for International Students: International students with primary languages other than English must demonstrate English language proficiency by the following:

Obtain an official TOEFL score of at least 600 (computer-based score of 250, iBT of 100).

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). Approval to take Education Block classes (411/412 and 431/432) and to enroll in student teaching must be obtained from the Teacher Education Admissions and Review Committee before enrolling in those classes.

Additional requirements for maintaining program admission status:

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.

2. A grade of C or better is required for all majors courses.
3. Junior and senior transfer students must take the THEA and be admitted to the Teacher Education Program during their first semester at Abilene Christian University to continue in professional education course work. Arrangements to take the THEA should be made as quickly as possible by contacting the Office of Career and Academic Development.

Note:

A candidate who does not have an overall GPA of 2.75 or higher **may** be conditionally 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
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

OTHER GRADUATION REQUIREMENTS

Minimum GPA for graduation (ACS Track)	2.00
Minimum GPA for graduation (CHMT Track)	2.75
Minimum advanced hours	33
Minimum total hours	128

*Courses numbered 0** do not count in minimum hours required for degree.*

BIOCHEMISTRY (BS)

BS: BIOCHEMISTRY DEGREE PLAN (BCH)

UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog (page 38).

MAJOR REQUIREMENTS

Chemistry

CHEM 133 General Chemistry I	(3) ¹
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 (writing-intensive course)	3
CHEM 453 Biochemistry I	3
CHEM 454 Biochemistry II	3
CHEM 463 Biochemistry Lab I	1
CHEM 464 Biochemistry Lab II	1

Biology

BIOL 112 General Biology I	(3) ¹
BIOL 114 General Biology I Lab	1
BIOL 113/115 General Biology II Lecture/Lab	4
BIOL 312 Cell Biology	3

TOTAL **32**
¹Hours (in parentheses) may also fulfill university requirements and are not included in total major hours

SUPPLEMENT FOR MAJOR (TRACKS)

ACS Track (BCHC)

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) ¹
MATH 186 Calculus II	3
MATH 286 Calculus III	3
PHYS 120/121 Engineering Physics I Lecture/Lab	4
PHYS 122/123 Engineering Physics II Lecture/Lab	4
TOTAL	33

STANDARD Track (BCHE)

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) ¹
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
TOTAL	29
HEALTH SCIENCES Track (BCHS)	
CHEM 355 Analytical Chemistry I <i>or</i> CHEM 356 Analytical Chemistry II	4
CHEM 413 Physical Chemistry/Life Sciences	3
BIOL 475 Molecular Genetics	3
Choose 9 hours from: BIOL 221/223, 222/224, 313, 330, 355/357, 454, 480, 484, 491/493, 492/495, 498	9
MATH 131 Calculus for Application <i>or</i> MATH 185 Calculus I	(3) ¹
PHYS 110/111 General Physics I Lecture/Lab	4
PHYS 112/113 General Physics II Lecture/Lab	4
TOTAL	27
¹ Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
ELECTIVES	
Minimum ACS (BCHC)	7
Minimum Standard (BCHE).....	11
Minimum Health Sciences (BCHS).....	13
TOTAL MAJOR HOURS	72
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>	

PHYSICAL SCIENCE (ONE-FIELD TEACHER CERTIFICATION GRADES 8-12) (BS)

BS: HIGH SCHOOL TEACHER CERTIFICATION – PHYSICAL SCIENCE (GRADES 8-12) DEGREE PLAN (CPST)

UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog (page 38).

MAJOR REQUIREMENTS

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
CHEM 322/324 Organic Chemistry II Lecture/Lab	4
CHEM 341 Environmental Chemistry	3
CHEM 355 Analytical Chemistry I	4
CHEM 423 Chemistry and Biochemistry Seminar	3
GEOL 111 Introduction to Geology	(3) ¹
MATH 185 Calculus I	(3) ¹
PHYS 101 Astronomy	(3) ¹
PHYS 120/121 Engineering Physics I Lecture/Lab	4
PHYS 122/123 Engineering Physics II Lecture/Lab	4
PHYS 230/231 Modern Physics Lecture/Lab	4
PHYS 482 Topics in Physics	3
TOTAL	41
¹ Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	

PROFESSIONAL EDUCATION REQUIREMENTS

EDUC 211 Education Foundations and Multicultural Perspectives	3
EDUC 221 Educational Psychology	(3) ¹
EDUC 412 Secondary Curriculum and Media	3
EDUC 432 Secondary Management and Methods	3
EDUC 490 Student Teaching	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	21
¹ Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	

ELECTIVES

Minimum	10
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TOTAL MAJOR HOURS	72
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CRITERIA FOR ADMISSION TO 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 12 hours in the candidate's chosen content field;
4. Have a minimum Grade Point Average (GPA) of 2.75 (2.75 or higher in the content field);
5. Complete 6 hours of University Requirements English 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. Pass all three sections of the Texas Higher Education Assessment (THEA) test, with a score on the reading section of 260 or higher, a score on the math section of 230 or higher and a score on the writing section of 240 or higher; Students may retake the THEA once if the required level is not earned in the first administration. Acceptance of scores from a third administration of the THEA are subject to review by the Teacher Education Admissions Committee;
7. Successfully complete (C or better) EDUC 211 - Educational Foundations and Multicultural Perspectives;
8. Successfully complete first submission of the Teacher Education E-portfolio as described in the ACU Teacher Education Student Handbook;
9. A declared major that includes certification;
10. Receive approval from the Teacher Education Admissions and Review Committee. An interview with the committee may be required.

English Language Proficiency Requirement for International Students:

International students with primary languages other than English must demonstrate English language proficiency by the following:

Obtain an official TOEFL score of at least 600 (computer-based score of 250, iBT of 100).

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). Approval to take Education Block classes (411/412 and 431/432) and to enroll in student teaching must be obtained from the Teacher Education Admissions and Review Committee before enrolling in those classes.

Additional requirements for maintaining program admission status:

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.
2. A grade of C or better is required for all majors courses.
3. Junior and senior transfer students must take the THEA and be admitted to the Teacher Education Program during their first semester at Abilene Christian University to continue in professional

education course work. Arrangements to take the THEA should be made as quickly as possible by contacting the Office of Career and Academic Development.

Note:

A candidate who does not have an overall GPA of 2.75 or higher **may** be conditionally 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
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

OTHER GRADUATION REQUIREMENTS

Minimum GPA for graduation	2.75
Minimum advanced hours	33
Minimum total hours	129

*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 20).

BIOCHEMISTRY (BA)**BA: BIOCHEMISTRY DEGREE PLAN (BCHA)****UNIVERSITY REQUIREMENTS**

Please see the University Requirements section of this catalog (page 38).

MAJOR REQUIREMENTS**Chemistry**

CHEM 133 General Chemistry I	(3) ¹
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 413 Physical Chemistry/Life Sciences	3
CHEM 423 Chemistry and Biochemistry Seminar	
(writing-intensive course)	3
CHEM 453 Biochemistry I	3
CHEM 454 Biochemistry II	3
CHEM 463 Biochemistry Lab I	1
CHEM 464 Biochemistry Lab II	1

Biology

BIOL 112 General Biology I	(3) ¹
BIOL 114 General Biology I Lab	1
BIOL 113/115 General Biology II Lecture/Lab	4
BIOL 312 Cell Biology	3

TOTAL

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

SUPPLEMENT FOR MAJOR**English**

Sophomore Literature	3
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Foreign Language

(requirement waived)	0
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Mathematics

MATH 131 Calculus for Application	(3) ¹
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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

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

ELECTIVES

Minimum	22
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TOTAL MAJOR HOURS	72
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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 129).

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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TOTAL

Course Descriptions

Please see the *Course Descriptions* section of this catalog (page 172). Courses offered by the Department of Chemistry and Biochemistry include those with the following designation: CHEM, GEOL.

Communication

Joe Cardot, *Chair*
 ACU Box 28156
 Abilene, Texas 79699-8156
 Sherrod Building – Don Morris Center,
 Room 128
 Phone: 325-674-2136
 Fax: 325-674-6966
 Email: cardotj@acu.edu
 Web: www.acu.edu/comm

Faculty

Jonathan Camp, *Assistant Professor*
 Joe Cardot, *Professor*
 Dena Counts, *Instructor*
 Kristina Davis, *Assistant Professor*
 Carley Dodd, *Professor*
 Paul Lakey, *Professor*
 Lauren Smith Lemley, *Assistant Professor*
 Cynthia Roper, *Associate Professor*
 Lynette Sharp Penya, *Associate Professor*
 J.D. Wallace, *Professor*

Majors: Communication (BA)
 Communication (BS)

Minor: Communication

The Department of Communication 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 and human resource development (OHRD) combining business, conflict resolution and communication is available and coordinated by the department. See the *Graduate School* section of this catalog (page 138).

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 20).

COMMUNICATION (BA)

BA: COMMUNICATION DEGREE PLAN (COMS)	
UNIVERSITY Requirements	
Please see the University Requirements section of this catalog (page 38).	
MAJOR REQUIREMENTS	
Communication	
COMS 222 Discussion, Dissent, and Debate	3
COMS 236 General Communication Theory	3
COMS 331 Small Group Communication	3
COMS 345 Intercultural Communication	3
COMS 421 Leadership and Communication	3
COMS 483 Advanced Public Speaking	3
COMS 491 Rhetorical Theory (writing-intensive course)	3
COMS 499 Communication Internship	3
Area of Emphasis	
<i>Selected from one communication track:</i>	
Leadership in Organizations: COMS 343, 383, 384, 408, 430, 485, 486	18
Relationships in Community: COMS 341, 376, 407, 430, 436, 450	18
Social Influence in a Globalized World: COMS 375, 383, 415, 436, 440, plus 3 hours advanced COMS	18
TOTAL	42
SUPPLEMENT FOR MAJOR	
English	
Sophomore Literature	3
Foreign Language	
FLFR, FLGE, FLLA, or FLSP 221, 222	6
TOTAL	9
ELECTIVES	
Recommended minors:	
Intercultural track: business, missions, psychology	
Interpersonal track: Bible, English, psychology, sociology	
Organizational track: business, digital media, integrated marketing communication	
Public and corporate advocacy track: business, integrated marketing communication	
Minimum	21
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
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

COMMUNICATION (BS)

BS: COMMUNICATION DEGREE PLAN (COMS)**UNIVERSITY REQUIREMENTS**

Please see the University Requirements section of this catalog (page 38).

MAJOR REQUIREMENTS**Communication**

COMS 222 Discussion, Dissent, and Debate	3
COMS 236 General Communication Theory	3
COMS 331 Small Group Communication	3
COMS 345 Intercultural Communication	3
COMS 421 Leadership and Communication	3
COMS 483 Advanced Public Speaking	3
COMS 491 Rhetorical Theory (writing-intensive course)	3
COMS 499 Communication Internship	3

Area of Emphasis

Selected from one communication track:

Leadership in Organizations: COMS 343, 383, 384, 408, 430, 485, 486	18
Relationships in Community: COMS 341, 376, 407, 430, 436, 450	18
Social Influence in a Globalized World: COMS 375, 383, 415, 436, 440, plus 3 hours advanced COMS.....	18

TOTAL **42**

SUPPLEMENT FOR MAJOR**One Research Tool**

Choose from: IS 322; SOCI 415; PSYC 311	3
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TOTAL **3**

ELECTIVES

Minimum 27

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.*

Minor in Communication**MINOR: COMMUNICATION (COMS)**

COMS 211 Speech and Rhetoric	3
COMS 100-499	3
COMS 300-499	12
TOTAL	18

Course Descriptions

Please see the *Course Descriptions* section of this catalog (page 172). Course offered by the Department of Communication include those with the following designations: COMS.

Engineering and Physics

Rusty Towell, *Chair*

ACU Box 27963

Abilene, Texas 79699-7963

Foster Science Building, Room 317

Phone: 325-674-2165

Fax: 325-674-2146

Email: rusty.towell@acu.edu

Web: www.acu.edu/physics

Faculty

Jeff E. Arrington, *Associate Professor*

Michael Daugherty, *Assistant Professor*

Jess Dowdy, *Associate Professor and Assistant Department Chair*

Tim Head, *Assistant Professor*

Donald Isenhower, *Professor*

Paul Edwin Morris, *Professor*

Kenneth Oree, *Associate Professor*

Michael Ervin Sadler, *Professor*

Rusty Towell, *Professor*

Joshua Willis, *Assistant Professor*

Majors and Tracks:

Applied Physics (BS)

Computational Physics (BS)

Engineering (BSE)

Engineering Science (BS)

Engineering Physics (BS)

Electrical Engineering (Cooperative)

Industrial and Manufacturing Systems Engineering
(Cooperative)

Physics (BS)

Physics and Math Teacher Certification (BS)

Minors: Engineering Science

Physics

The Department of Engineering and Physics offers three different Bachelor of Science (BS) degrees and a Bachelor of Science in Engineering (BSE) degree. The BS degrees are awarded for majors in Physics, Engineering Science (Cooperative), and Physics and Math Teaching. The Physics major has four tracks: Physics (PHYS), Applied Physics (PHYA), Engineering Physics (PHYN), 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 science (see the *Chemistry and Biochemistry* section of this catalog, page 54). 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 three hours of the university science requirement.

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. At the point of enrolling in PHYS 120/121, a student must have ability in mathematics sufficient for enrollment in Calculus I. 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 the Engineering program, students must satisfy the requirements listed in the *ACT/SAT Placement Information* section of this catalog (page 20) and place in 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.

ENGINEERING (BSE)

BS: ENGINEERING DEGREE PLAN (ENGR)	
UNIVERSITY REQUIREMENTS	
Please see the University Requirements section of this catalog (page 36).	
MAJOR REQUIREMENTS	
Engineering Physics	
PHYS 120 Engineering Physics I	(3) ¹
PHYS 121 Engineering Physics I Laboratory.....	(1) ¹
PHYS 122 Engineering Physics II.....	(3) ¹
PHYS 123 Engineering Physics II Laboratory.....	(1) ¹
Engineering	
ENGR 115/116 Introduction to Engineering and Physics.....	4

ENGR 220 Engineering Mechanics: Statics	3
ENGR 222 Engineering Mechanics: Dynamics	3
ENGR 335/336 Introduction to Electronics Lecture/Lab and ENGR 342/343.....	6
Fluid Dynamics, Mechanics of Materials, ENGR 481.....	9
ENGR 200-499.....	15
ENGR 430 Capstone/Design I.....	4
ENGR 432 Capstone/Design II.....	4
Physics	
PHYS 230/231 Modern Physics Lecture/Lab	4
Philosophy	
PHIL 379 Philosophy, Religion and Science	(3) ¹
Mathematics	
MATH 185 Calculus I.....	(3) ¹
MATH 186, 286, 361	9
Math/Science Selections	
College Level Math, Chemistry, Physics, or Biology.....	8
Economics	
ECON 261 Principles of Microeconomics	(3) ¹
Design	
DSGN 232 Digital Design Communication.....	3
TOTAL	72
¹ Hours (in parenthesis) may also fulfill university requirements and are not included in total major hours	

ELECTIVES	
Minimum	0-6
TOTAL MAJOR HOURS	72
OTHER GRADUATION REQUIREMENTS	
Minimum grade for PHYS or ENGR	C
Minimum GPA for graduation	2.00
Minimum advanced hours	33
Minimum total hours	128-134
<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. At the point of enrolling in PHYS 120/121, a student must have ability in mathematics sufficient for enrollment in Calculus I. If the student does not qualify to take Calculus I 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 20) 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 38).	
MAJOR REQUIREMENTS	
Mathematics	
MATH 185 Calculus I	(3) ¹
Physics	
PHYS 120 Engineering Physics I	(3) ¹
PHYS 121 Engineering Physics I Lab	(1) ¹
PHYS 122 Engineering Physics II	(3) ¹

PHYS 123 Engineering Physics II Lab	(1) ¹
PHYS 230/231 Modern Physics Lecture/Lab	4
PHYS 360 Electricity and Magnetism	3
PHYS 362/363 Optics	4
PHYS 371 Classical Mechanics	3
PHYS 385 Math of Physics and Engineering	3
PHYS 481 Thermodynamics	3
PHYS 491 Quantum Mechanics (writing-intensive course)	3
Other Required Course	
PHIL 379 Philosophy, Religion and Science	(3) ¹
TOTAL	26
¹ Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
CONCENTRATIONS (CHOOSE ONE)	
Physics Track (PHYS)	
ENGR 115/116 Introduction to Engineering and Physics.....	4
12 additional hours from PHYS 300-499 (except 378)	12
TOTAL	16
Applied Physics (PHYA)	
CS 130 Programming II and Data Structures	3
DSGN 232 Digital Design Communication	3
ENGR 115/116	4
MATH 341 Numerical Methods <i>or</i>	
MATH 325 Linear Algebra <i>or</i>	
MATH 377 Statistical Methods I	3
PHYS 335/336 Introduction to Electronics Lecture/Lab	3
PHYS 342/343 Instrumentation Lecture/Lab	3
PHYS 388 Network Analysis	3
3 additional hours from PHYS 300-499 (except 378)	3
TOTAL	25
Engineering Physics (PHYN)	
CS 130 Programming II and Data Structures	3
ENGR 115/116 Introduction to Engineering and Physics.....	4
DSGN 232 Digital Design Communication	3
ENGR 220 Engineering Mechanics: Statistics	3
ENGR 222 Engineering Mechanics: Dynamics	3
MATH 341 Numerical Methods <i>or</i>	
MATH 377 Statistical Methods I	3
PHYS 335/336 Introduction to Electronics Lecture/Lab	3
PHYS 342/343 Instrumentation Lecture/Lab <i>or</i>	
PHYS 388 Network Analysis	3
TOTAL	25
Computational Physics (PHYC)	
CS 130 Programming II and Data Structures	3
ENGR 115/116 Introduction to Engineering and Physics.....	4
MATH 341 Numerical Methods	3
MATH 377 Statistical Methods I	3
PHYS 451 Computational Physics I: Simulation and Modeling ...	3
PHYS 453 Computational Physics II: Pattern Recognition	3
3 additional hours from CS 300-499 <i>or</i>	
PHYS 300-499 (except 378)	3
3 additional hours from PHYS 300-499 (except 378)	3
TOTAL	25
SUPPLEMENT FOR MAJOR	
Chemistry/Computer Science/Mathematics	
CHEM 133/131 General Chemistry I Lecture/Lab	4
CHEM 134/132 General Chemistry II Lecture/Lab	4
CS 120 Programming I	3
MATH 186 Calculus II	3
MATH 286 Calculus III	3
MATH 361 Ordinary Differential Equations	3
TOTAL	17
ELECTIVES	
Physics Track (PHYS)	13
Applied Physics (PHYA)	4

Engineering Physics (PHYN)	4
Computational Physics (PHYC)	4
Minimum Electives	4-13
TOTAL MAJOR HOURS	72
OTHER GRADUATION REQUIREMENTS	
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>	

PHYSICS/MATHEMATICS 8-12 TEACHER CERTIFICATION (BS)

BS: PHYSICS/MATHEMATICS (8-12 TEACHER CERTIFICATION) DEGREE PLAN (PHMT)

UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog (page 38).

MAJOR REQUIREMENTS

Physics

PHYS 120 Engineering Physics I	(3) ¹
PHYS 121 Engineering Physics I Lab	(1) ¹
PHYS 122 Engineering Physics II	(3) ¹
PHYS 123 Engineering Physics II Lab	(1) ¹
PHYS 230/231 Modern Physics Lecture/Lab	4
12 additional hours (9 must be advanced from PHYS 300-499 (except 378)	12
TOTAL	16

Mathematics

MATH 185 Calculus I	(3) ¹
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 361 Ordinary Differential Equations	3
MATH 377 Statistical Methods I	3
MATH 397 Mathematics Seminar	2
MATH 497 Mathematics Capstone (writing-intensive course).....	2
TOTAL	26

¹Hours (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
EDUC 221 Educational Psychology	(3) ¹
EDUC 412 Secondary Curriculum and Media	3
EDUC 432 Secondary Management and Methods	3
EDUC 490 Student Teaching	6
READ 322 Reading in Secondary Content Areas	3
SPED 371 Teaching Students With Special Needs (writing-intensive course)	3

Other Required Course

ENGR 115/116 Introduction to Engineering and Physics	4
PHIL 379 Philosophy, Religion and Science	(3) ¹
TOTAL	25

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

ELECTIVES

Minimum	5
TOTAL MAJOR HOURS	72

CRITERIA FOR ADMISSION TO 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 12 hours in the candidate's chosen content field;
4. Have a minimum Grade Point Average (GPA) of 2.75 (2.75 or higher in the content field);
5. Complete 6 hours of University Requirements English 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. Pass all three sections of the Texas Higher Education Assessment (THEA) test, with a score on the reading section of 260 or higher, a score on the math section of 230 or higher and a score on the writing section of 240 or higher; Students may retake the THEA once if the required level is not earned in the first administration. Acceptance of scores from a third administration of the THEA are subject to review by the Teacher Education Admissions Committee;
7. Successfully complete (C or better) EDUC 211 - Educational Foundations and Multicultural Perspectives;
8. Successfully complete first submission of the Teacher Education E-portfolio as described in the ACU Teacher Education Student Handbook;
9. A declared major that includes certification;
10. Receive approval from the Teacher Education Admissions and Review Committee. An interview with the committee may be required.

English Language Proficiency Requirement for International Students: International students with primary languages other than English must demonstrate English language proficiency by the following:

Obtain an official TOEFL score of at least 600 (computer-based score of 250, iBT of 100).

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). Approval to take Education Block classes (411/412 and 431/432) and to enroll in student teaching must be obtained from the Teacher Education Admissions and Review Committee before enrolling in those classes.

Additional requirements for maintaining program admission status:

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.
2. A grade of C or better is required for all majors courses.
3. Junior and senior transfer students must take the THEA and be admitted to the Teacher Education Program during their first semester at Abilene Christian University to continue in professional education course work. Arrangements to take the THEA should be made as quickly as possible by contacting the Office of Academic Development.

Note:

A candidate who does not have an overall GPA of 2.75 or higher may be conditionally 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
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

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.

Cooperative Bachelor of Science Degrees

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 20). 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.

ENGINEERING SCIENCE (BS)

The Engineering Science major is designed for students that want a specialized engineering degree not currently offered at ACU. After building a solid foundation at ACU including basic engineering and science classes and courses from the liberal arts, a student may transfer to another school. Students wishing to spend three years at ACU may, after receiving his or her engineering degree, be awarded the Engineering Science (BS) by ACU. To qualify for this degree, a student must complete at least 95 hours at ACU, including at least 17 hours of mathematics, 8 hours of chemistry and 21 hours of physics or engineering course work. All general requirements for the BS degree must also be completed. Course selections are made in consultation with the engineering academic advisor.

The Department of Engineering and Physics at Abilene Christian University offers two cooperative degrees in association with the University of Texas at Arlington (UTA). The ACU degree is a 128-hour Bachelor of Science in Engineering Science. The student will receive a BS degree in engineering science after the successful completion of three years at ACU and one year (29 hours of "C" or better) of specified course work (or approved substitutions) at UTA. Courses taken at ACU to satisfy this degree also satisfy part of the requirements toward a degree in engineering at UTA in electrical engineering (BSEE) or industrial and manufacturing systems engineering (BSIE). The total number of hours for the BSEE is 156 (100 at ACU and 56 at UTA). The total number of hours for the BSIE is 159 (100 at ACU and 59 at UTA).

The ACU-UTA cooperative program in engineering offers students the opportunity to take advantage of the strengths of each of the participating schools resulting in a solid well-rounded education in engineering. Graduates from these programs will be well prepared to pursue employment in industry or to pursue graduate degrees in engineering or other fields.

A minimum cumulative grade point average of 2.50 is required. A grade of "C" or better is required for any course to transfer from ACU to UTA.

The degrees in electrical and industrial engineering at UTA are accredited by the ABET Engineering Accreditation Commission.

BS: (COOPERATIVE) ENGINEERING SCIENCE DEGREE PLAN (ENGS)

BSIE: Industrial and Manufacturing Systems Engineering from the University of Texas at Arlington

UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog (page 38).

MAJOR REQUIREMENTS

Physics

PHYS 120 Engineering Physics I	(3) ¹
PHYS 121 Engineering Physics I Lab	(1) ¹
PHYS 122/123 Engineering Physics II Lecture/Lab	(4) ¹

Engineering

ENGR 115/116 Introduction to Engineering and Physics	4
ENGR 220 Engineering Mechanics: Statics	3
ENGR 222 Engineering Mechanics: Dynamics	3

ENGR 335/336 Introduction to Electronics Lecture/Lab	3
ENGR 388 Network Analysis	3
Successful completion of 32 hours of engineering courses at the University of Texas at Arlington ($\geq C$)	32
TOTAL	48

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

SUPPLEMENT FOR MAJOR**Chemistry**

CHEM 133 General Chemistry I	3
CHEM 131 General Chemistry I Lab	1
CHEM 132/134 General Chemistry II Lecture/Lab	4

Computer Science

CS 120 Programming I	3
CS 130 Programming II and Data Structures	3

Mathematics

MATH 185 Calculus I	(3) ¹
MATH 187 Calculus Computer Lab	1
MATH 186 Calculus II	3
MATH 286 Calculus III	3
MATH 287 Projects in Calculus	1
MATH 361 Ordinary Differential Equations	3

History

HIST 117, 118, 221, 222	(6) ¹
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TOTAL **25**¹Hours (in parentheses) may also fulfill university requirements and are not included in total major hours**ELECTIVES**

Minimum 1

TOTAL MAJOR HOURS **75****OTHER GRADUATION REQUIREMENTS**Only courses $\geq C$ transfer to UTAOnly courses $\geq C$ at UTA can be used toward completion

Minimum GPA for acceptance to UTA 2.50

Minimum advanced hours 33

Minimum total ACU hours 96

Minimum total hours 128

*Courses numbered 0** do not count in minimum hours required for degree.***BS: (COOPERATIVE) ENGINEERING SCIENCE DEGREE PLAN (ENGS)**

BSEE: Electrical Engineering From The University of Texas at Arlington

UNIVERSITY Requirements

Please see the University Requirements section of this catalog (page 38).

MAJOR REQUIREMENTS**Physics**

PHYS 120 Engineering Physics I	(3) ¹
PHYS 121 Engineering Physics I Lab	(1) ¹
PHYS 122 Engineering Physics II Lecture	(3) ¹
PHYS 123 Engineering Physics II Lab	(1) ¹
PHYS 230/231 Modern Physics Lecture/Lab	4

Engineering

ENGR 115/116 Introduction to Engineering and Physics.....	4
ENGR 220 Engineering Mechanics: Statics	3
ENGR 222 Engineering Mechanics: Dynamics	3
ENGR 335/336 Introduction to Electronics Lecture/Lab	3
ENGR 388 Network Analysis	3

Successful completion of 32 hours of engineering courses at the University of Texas at Arlington ($\geq C$)**TOTAL** **52**¹Hours (in parentheses) may also fulfill university requirements

and are not included in total major hours

SUPPLEMENT FOR MAJOR**Chemistry**

CHEM 133 General Chemistry I	3
CHEM 131 General Chemistry I Lab	1
CHEM 132/134 General Chemistry II Lecture/Lab	4

Computer Science

CS 120 Programming I	3
CS 130 Programming II and Data Structures	3

Mathematics

MATH 185 Calculus I	(3) ¹
MATH 187 Calculus Computer Lab	1
MATH 186 Calculus II	3
MATH 286 Calculus III	3
MATH 287 Projects in Calculus	1
MATH 361 Ordinary Differential Equations	3

History

HIST 117, 118, 221, 222	(6) ¹
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TOTAL **25**¹Hours (in parentheses) may also fulfill university requirements and are not included in total major hours**ELECTIVES**

Minimum 0

TOTAL MAJOR HOURS **78****OTHER GRADUATION REQUIREMENTS**Only courses $\geq C$ transfer to UTAOnly courses $\geq C$ at UTA can be used toward completion

Minimum GPA for acceptance to UTA 2.50

Minimum advanced hours 33

Minimum total ACU hours 99

Minimum total hours 130

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 335/336 Introduction to Electronics Lecture/Lab	3
Additional hours approved by engineering academics advisor	9
TOTAL	18

Minor in Physics**MINOR: PHYSICS (PHYS)**

PHYS 120/121 Engineering Physics I Lecture/Lab	4
PHYS 122/123 Engineering Physics II Lecture/Lab	4
PHYS 230/231 Modern Physics Lecture/Lab	4
Choose from: PHYS 300-499	6
TOTAL	18

Course DescriptionsPlease see the *Course Descriptions* section of this catalog (page 172). Courses offered by the Department of Physics include those with the following designations: ENGR, PHYS.

History

Tracy Shilcutt, *Chair*
 ACU Box 28130
 Abilene, Texas 79699-8130
 Hardin Administration Building, Room 324
 Phone: 325-674-2726
 Fax: 325-674-2369
 Email: tms01a@acu.edu
 Web: www.acu.edu/history

Faculty

Mark Cullum, *Associate Professor*
 Kelly Elliot, *Assistant Professor*
 Ronald Morgan, *Professor*
 Tracy Shilcutt, *Associate Professor*
 Vernon L. Williams, *Professor*
 Allan Yarema, *Associate Professor*

Majors: History (BA)

History (One-Field History Certification) (Grades 8-12) (BS)
 Social Studies for Teachers (Grades 8-12) (BS)

Minor: History

The Department of History offers the Bachelor of Arts degree in History, the Bachelor of Science degree in History (One-Field Teacher Certification Grades 8-12) and Social Studies for Teachers (Grades 8-12). A minor in history may be added to other majors.

Introduction

The Department of History seeks to help students comprehend the present state of the world through a study of some of the essential currents of the past. The department strives to provide an understanding of the experiences of mankind, to stimulate thought concerning various institutions and ideas, and to promote ethical standards in keeping with the Christian faith.

There is an attractive future for those who specialize in history, 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. Senior college positions may be available to those who attain the PhD.
- **Government Service.** Careers for historians exist in local, state and federal governments.
- **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.
- **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.

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 20).

BA: HISTORY DEGREE PLAN (HIST)	
UNIVERSITY REQUIREMENTS	
Please see the University Requirements section of this catalog (page 38).	
MAJOR REQUIREMENTS	
Lower Level Requirements	
HIST 117 Civilization I	(3) ¹
HIST 118 Civilization II	3
HIST 221 American History I	3
HIST 222 American History II	3
Upper Level Requirements	
HIST 353 Historical Methods (writing-intensive course)	3
Advanced United States Selections	15
Advanced Non-United States Selections	15
Other Required Courses	
GEOG 354 Cultural Geography	3
Sophomore English Literature	3
FLFR, FLGE, FLLA, or FLSP 221, 222	6
Choose one: ART 101, 221, 222, MUSM 230, MUSM 231, MUSM 232, MUSM 233, THEA 220 or THEA 250	(3) ¹
TOTAL	54
¹ Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
ELECTIVES	
A minor is optional as part of the electives.	
Minimum	18
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
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

HISTORY (ONE-FIELD TEACHER CERTIFICATION GRADES 8-12) (BS)

BS: HISTORY (ONE-FIELD TEACHER CERTIFICATION) (GRADES 8-12) DEGREE PLAN (HSTT)	
UNIVERSITY REQUIREMENTS	
Please see the University Requirements section of this catalog (page 38).	
MAJOR REQUIREMENTS	
Teaching Field	
GEOG 354 Cultural Geography	3
HIST 117 Civilization I	3
HIST 118 Civilization II	3
HIST 221 American History I	(3) ¹
HIST 222 American History II	3
HIST 480 Texas History	3

HIST 496 History for Teachers	3
18 hours of advanced history evenly distributed between U.S. history, European history, and non-European world cultures; must include one writing-intensive course	18
TOTAL	36
Other Required Courses	
ECON 260 Principles of Macroeconomics or ECON 261 Principles of Microeconomics	3
POLS 225 National Government or POLS 226 States and Federal System	(3) ¹
TOTAL	6
¹ 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	3
EDUC 432 Secondary Management and Methods	3
EDUC 490 Student Teaching	6
READ 322 Reading in Secondary Content Areas	3
SPED 371 Teaching Students With Special Needs (writing-intensive course)	3
TOTAL	24

ELECTIVES

Minimum	6
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TOTAL MAJOR HOURS	72
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CRITERIA FOR ADMISSION TO 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:

- Complete and submit an application for admission into the Teacher Education Program;
- Have completed the first 45 semester hours of credit;
- Successfully complete with a C or better 12 hours in the candidate's chosen content field;
- Have a minimum Grade Point Average (GPA) of 2.75 (2.75 or higher in the content field);
- Complete 6 hours of University Requirements English 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.);
- Pass all three sections of the Texas Higher Education Assessment (THEA) test, with a score on the reading section of 260 or higher, a score on the math section of 230 or higher and a score on the writing section of 240 or higher; Students may retake the THEA once if the required level is not earned in the first administration. Acceptance of scores from a third administration of the THEA are subject to review by the Teacher Education Admissions Committee;
- Successfully complete (C or better) EDUC 211 - Educational Foundations and Multicultural Perspectives;
- Successfully complete first submission of the Teacher Education E-portfolio as described in the ACU Teacher Education Student Handbook;
- A declared major that includes certification;
- Receive approval from the Teacher Education Admissions and Review Committee. An interview with the committee may be required.

English Language Proficiency Requirement for International Students: International students with primary languages other than English must demonstrate English language proficiency by the following:

Obtain an official TOEFL score of at least 600 (computer-based score of 250, iBT of 100).

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). Approval to take Education Block classes (411/412 and 431/432) and to enroll in student teaching must be obtained from the Teacher Education Admissions and Review Committee before enrolling in those classes.

Additional requirements for maintaining program admission status:

- 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.
- A grade of C or better is required for all majors courses.
- Junior and senior transfer students must take the THEA and be admitted to the Teacher Education Program during their first semester at Abilene Christian University to continue in professional education course work. Arrangements to take the THEA should be made as quickly as possible by contacting the Office of Career and Academic Development.

Note:

A candidate who does not have an overall GPA of 2.75 or higher **may** be conditionally admitted to the program if **all** other admissions criteria are met and if **all** of the following are true:

- An overall GPA of 2.75 or higher in the last 60 hours
- A GPA of 2.75 in the teaching content field
- No university disciplinary actions filed – academic or otherwise
- 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
- An interview with the Teacher Education Admissions Committee

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.*

SOCIAL STUDIES FOR TEACHERS GRADES 8-12 (BS)

BS: SOCIAL STUDIES FOR TEACHERS (GRADES 8-12) DEGREE PLAN (HSST)

UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog (page 38).

REQUIREMENTS FOR TEACHING FIELD

Social Studies

HIST 117 Civilization I	3
HIST 118 Civilization II	3
HIST 221 American History I*	(3) ¹
HIST 222 American History II*	3
HIST 404 The Gilded Age or HIST 405 U.S. History Since 1920	3
HIST 411 Ancient Near Eastern and Greek Civilization or HIST 412 Hellenistic and Roman Civilizations or HIST 413 The Medieval Era	3
HIST 472 Renaissance and Reformation or HIST 474 Recent Europe	3
HIST 496 History for Teachers	3
GEOG 235 World Geography	3
GEOG 354 Cultural Geography	3
ECON 260 Principles of Macroeconomics	(3) ¹
ECON 261 Principles of Microeconomics	3
POLS 225 National Government or POLS 226 States and Federal System	3
POLS 384 American Judicial Process or POLS 432 Constitutional Law: Civil Rights	3
POLS 381 American Political Process or POLS 491 Recent Political Theory or POLS 492 American Political Thought	3
PSYC 120 Introduction to Psychology	3
SOCI 111 Introduction to Sociology	3
TOTAL	45

**All non-transfer students must take HIST 221 and 222 in residence.*

¹Hours (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	3
EDUC 432 Secondary Management and Methods	3
EDUC 490 Student Teaching	6
READ 322 Reading in Secondary Content Areas	3
SPED 371 Teaching Students With Special Needs (writing-intensive course)	3
TOTAL	24

ELECTIVES

Minimum	6
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TOTAL MAJOR HOURS	75
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CRITERIA FOR ADMISSION TO 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 12 hours in the candidate’s chosen content field;
4. Have a minimum Grade Point Average (GPA) of 2.75 (2.75 or higher in the content field);
5. Complete 6 hours of University Requirements English 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. Pass all three sections of the Texas Higher Education Assessment (THEA) test, with a score on the reading section of 260 or higher, a score on the math section of 230 or higher and a score on the writing section of 240 or higher; Students may retake the THEA once if the required level is not earned in the first administration. Acceptance of scores from a third administration of the THEA are subject to review by the Teacher Education Admissions Committee;
7. Successfully complete (C or better) EDUC 211 - Educational Foundations and Multicultural Perspectives;
8. Successfully complete first submission of the Teacher Education E-portfolio as described in the ACU Teacher Education Student Handbook;
9. A declared major that includes certification;
10. Receive approval from the Teacher Education Admissions and Review Committee. An interview with the committee may be required.

English Language Proficiency Requirement for International Students: International students with primary languages other than English must demonstrate English language proficiency by the following:

Obtain an official TOEFL score of at least 600 (computer-based score of 250, iBT of 100).

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). Approval to take Education Block classes (411/412 and 431/432) and to enroll in student teaching must be obtained from the Teacher Education Admissions and Review Committee before enrolling in those classes.

Additional requirements for maintaining program admission status:

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.
2. A grade of C or better is required for all majors courses.
3. Junior and senior transfer students must take the THEA and be admitted to the Teacher Education Program during their first semester at Abilene Christian University to continue in professional education course work. Arrangements to take the THEA should be

made as quickly as possible by contacting the Office of Career and Academic Development.

Note:

A candidate who does not have an overall GPA of 2.75 or higher **may** be conditionally 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
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

OTHER GRADUATION REQUIREMENTS

Minimum GPA for graduation	2.75
Minimum advanced hours	33
Minimum total hours	131

*Courses numbered 0** do not count in minimum hours required for degree.*

Minor in History

MINOR: HISTORY (HIST)

Choose from: HIST 100-499	12
Choose from: HIST 300-499	6
TOTAL	18

Course Descriptions

Please see the *Course Descriptions* section of this catalog (page 172). Courses offered by the Department of History include those with the following designations: GEOG, 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*
 Joyce Haley, *Instructor*
 Susan Lewis, *Associate Professor*
 Doug Mendenhall, *Instructor and Journalist-in-Residence*
 Kenneth Pybus, *Associate Professor*
 George Saltsman, *Adjunct Instructor*
 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 Arts 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 journalism and mass communication curriculum is message focused, technology driven and committed to convergence in order to prepare students for service in media, agencies, corporations and institutions that use mass communication.

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; KUF-TV, a Class A TV station; ACU Videoworks, a television production facility; the *Optimist*, a twice-weekly All-American student newspaper; Optimist Online and mobile media; and Morris & Mitchell, a student-run advertising/public relations agency. Together,

the *Optimist*, its online and mobile versions, KUF-TV 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; and a student chapter of the Broadcast Education Association.

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 20). 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.

Summer internships have been done by recent graduates 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 38).

MAJOR REQUIREMENTS

Journalism and Mass Communication Core

JMC 100 Media Issues	3
JMC 102 Creating Media Messages	3
JMC 201 Introduction to Visual Media	3
JMC 310 Interactive Media <i>or</i>	
JMC 351 Electronic Publishing	3
JMC 342 Publication Design	4
JMC 488 Communication Law (writing-intensive course)	3
JMC 495 Internship	1

Total Journalism and Mass Communication Core 20

Advertising/Public Relations

JMC 239 Writing for Electronic Delivery	3
JMC 321 Student Media/Agency Lab (2 semesters required; one must be with AD/PR agency)	0
JMC 347 Principles of Public Relations	3
JMC 348 Principles of Advertising	3

JMC 492 Ad/PR Campaigns	3
Total Advertising/Public Relations Core	12
JMC Elective	3
ADVERTISING/PUBLIC RELATIONS SELECTION	
Choose two of the following courses (note prerequisite requirements):	
JMC 223 Convergence Reporting I	
JMC 389 Public Relations Writing	
JMC 390 Ad Creativity and Copy Writing	
JMC 391 Ad/PR Media Planning	
TOTAL	6
SUPPORT FIELD	
Concentration (must be in single field or category)	
Choose from: business (MGMT, ACCT, FIN, IS, BLAW), English, ethnic and women's studies, foreign language, history, peace and social justice studies, political science, psychology, science (BIOL, CHEM, ENVR, PHYS), or sociology.	
Lower level selections	9
Advanced selections	6
TOTAL	15
ADDITIONAL SUPPORT HOURS REQUIRED FOR JAPR MAJORS*	
PSYC 120 Introduction of Psychology <i>or</i>	
SOCI 111 Introduction to Sociology	(3) ¹
MKTG 320 Principles of Marketing	3
MKTG 344 Marketing Promotion <i>or</i>	
MGMT 330 Management and Organizational Behavior	3
TOTAL	6
¹ Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
<i>*COBA hours may be included in the 15-hour support field or be included in the 18-hour elective block.</i>	
ELECTIVES	
Minimum (maximum of 3 hours may be JMC)	10
TOTAL MAJOR HOURS	72
OTHER GRADUATION REQUIREMENTS	
Minimum GPA in major	2.00
Minimum GPA for graduation	2.25
Minimum liberal arts and sciences hours	65
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)

BS: CONVERGENCE JOURNALISM DEGREE PLAN (JOCJ)	
UNIVERSITY REQUIREMENTS	
Please see the University Requirements section of this catalog (page 38).	
MAJOR REQUIREMENTS	
Journalism and Mass Communication	
JMC 100 Media Issues	3
JMC 102 Creating Media Messages	3
JMC 201 Introduction to Visual Media	3
JMC 310 Interactive Media <i>or</i>	
JMC 351 Electronic Publishing	3
JMC 342 Publication Design	4
JMC 488 Communication Law (writing-intensive course)	3
JMC 495 Internship	1
Total Journalism and Mass Communication Core	20
Journalism	

JMC 223 Convergence Reporting I	3
JMC 321 Student Media Lab	0
<i>Two semesters of JMC 321 required, one must be on the student newspaper.</i>	
JMC 324 Convergence Reporting II	3
Total Journalism Core	6
Choose 12 hours from the following courses:..... 12	
JMC 111 Announcing	
JMC 233 Introduction to Photography	
JMC 239 Writing for Electronic Delivery	
JMC 260 Television Studio Production	
JMC 333 Photojournalism	
JMC 341 Copy Editing	
JMC 360 Television Field Production	
JMC 405 Visual Portfolio	
JMC 438 Broadcast News	
JMC 449 Opinion Writing	
JMC 450 Feature Writing	
JMC Elective	3
POLS 225 National Government	
<i>or</i> POLS 226 States and Federal System	(3) ¹
TOTAL	41
¹ Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
SUPPORT FIELD	
Concentration	
Choose from: business (MGMT, ACCT, FIN, IS, BLAW), English, ethnic and women's studies, foreign language, history, peace and social justice studies, political science, psychology, science (BIOL, CHEM, ENVR, PHYS), or sociology.	
Lower level selections	9
Advanced selections	6
TOTAL	15
ELECTIVES	
Minimum (maximum of 3 hours may be JMC)	16
TOTAL MAJOR HOURS	72
OTHER GRADUATION REQUIREMENTS	
Minimum GPA in major	2.00
Minimum GPA for graduation	2.25
Minimum liberal arts and sciences hours	65
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)

BA: CONVERGENCE JOURNALISM DEGREE PLAN (JOCJ)	
UNIVERSITY REQUIREMENTS	
Please see the University Requirements section of this catalog (page 38).	
MAJOR REQUIREMENTS	
Journalism and Mass Communication	
JMC 100 Media Issues	3
JMC 102 Creating Media Messages	3
JMC 201 Introduction to Visual Media	3
JMC 310 Interactive Media <i>or</i>	
JMC 351 Electronic Publishing	3
JMC 342 Publication Design	4
JMC 488 Communication Law (writing-intensive course)	3
JMC 495 Internship	1

Total Journalism and Mass Communication Core	20
Journalism	
JMC 223 Convergence Reporting I	3
JMC 321 Student Media Lab	0
<i>Two semesters of JMC 321 required, one must be with JMC Network.</i>	
JMC 324 Convergence Reporting II	3
Total Journalism Core	6
Choose 12 hours from the following courses:	12
JMC 111 Announcing	
JMC 233 Introduction to Photography	
JMC 239 Writing for Electronic Delivery	
JMC 260 Television Studio Production	
JMC 333 Photojournalism	
JMC 341 Copy Editing	
JMC 360 Television Field Production	
JMC 405 Visual Portfolio	
JMC 438 Broadcast News	
JMC 449 Opinion Writing	
JMC 450 Feature Writing	
JMC Elective	3
POLS 225 National Government <i>or</i> POLS 226 States and Federal System	(3) ¹
FLFR, FLGE, FLLA, or FLSP 221, 222	6
Sophomore English Literature	3
TOTAL	50
¹ Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
SUPPORT FIELD	
Concentration	
Choose from: business (MGMT, ACCT, FIN, IS, BLAW), English, ethnic and women's studies, foreign language, history, peace and social justice studies, political science, psychology, science (BIOL, CHEM, ENVR, PHYS), or sociology.	
Lower level selections	9
Advanced selections	6
TOTAL	15
ELECTIVES	
Minimum (maximum of 3 hours may be JMC)	7
TOTAL MAJOR HOURS	72
OTHER GRADUATION REQUIREMENTS	
Minimum GPA in major	2.00
Minimum GPA for graduation	2.25
Minimum liberal arts and sciences hours	65
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)

BS: CONVERGENCE JOURNALISM/MULTIMEDIA TEACHER CERTIFICATION DEGREE PLAN (JMCT)

UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog (page 38).

MAJOR REQUIREMENTS

Journalism and Mass Communication

JMC 100 Media Issues	3
JMC 102 Creating Media Messages	3

JMC 201 Introduction to Visual Media	3
JMC 310 Interactive Media <i>or</i> JMC 351 Electronic Publishing	3
JMC 342 Publication Design	4
JMC 488 Communication Law (writing-intensive course)	3
Total Journalism and Mass Communication Core	19
Journalism	
JMC 223 Convergence Reporting I	3
JMC 233 Introduction to Photography	3
JMC 239 Writing for Electronic Delivery	3
JMC 317 Electronic Media Principles	3
JMC 321 Student Media Lab	0
<i>One semester of JMC 321 required.</i>	
Total Journalism Core	12
Choose 6 hours from the following courses:	6
JMC 260 Television Studio Production	
JMC 324 Convergence Reporting II	
JMC 333 Photojournalism	
JMC 341 Copy Editing	
JMC 351 Electronic Publishing	
JMC 364 Media and Religion	
JMC 449 Opinion Writing	
JMC 450 Feature Writing	
SOCI 111 Introduction to Sociology	(3) ¹
TOTAL	37
¹ 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) ¹
EDUC 412 Secondary Curriculum and Media	3
EDUC 432 Secondary Management and Methods	3
EDUC 490 Student Teaching	6
READ 322 Reading in Secondary Content Areas	3
SPED 371 Teaching Students With Special Needs (writing-intensive course)	3
TECH 210 Technology in Education	3
TOTAL	24
¹ Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	

ELECTIVES

Minimum	11
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TOTAL MAJOR HOURS	72
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CRITERIA FOR ADMISSION TO 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 12 hours in the candidate's chosen content field;
4. Have a minimum Grade Point Average (GPA) of 2.75 (2.75 or higher in the content field);
5. Complete 6 hours of University Requirements English 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. Pass all three sections of the Texas Higher Education Assessment (THEA) test, with a score on the reading section of 260 or higher, a score on the math section of 230 or higher and a score on the writing section of 240 or higher; Students may retake the THEA once if the required level is not earned in the first administration. Acceptance of scores from a third administration of the THEA are subject to review by the Teacher Education Admissions Committee;

7. Successfully complete (C or better) EDUC 211 - Educational Foundations and Multicultural Perspectives;
8. Successfully complete first submission of the Teacher Education E-portfolio as described in the ACU Teacher Education Student Handbook;
9. A declared major that includes certification;
10. Receive approval from the Teacher Education Admissions and Review Committee. An interview with the committee may be required.
English Language Proficiency Requirement for International Students: International students with primary languages other than English must demonstrate English language proficiency by the following: Obtain an official TOEFL score of at least 600 (computer-based score of 250, iBT of 100). 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). Approval to take Education Block classes (411/412 and 431/432) and to enroll in student teaching must be obtained from the Teacher Education Admissions and Review Committee before enrolling in those classes.
Additional requirements for maintaining program admission status:
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.
2. A grade of C or better is required for all majors courses.
3. Junior and senior transfer students must take the THEA and be admitted to the Teacher Education Program during their first semester at Abilene Christian University to continue in professional education course work. Arrangements to take the THEA should be made as quickly as possible by contacting the Office of Career and Academic Development.
Note: A candidate who does not have an overall GPA of 2.75 or higher may be conditionally 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
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
OTHER GRADUATION REQUIREMENTS
Minimum GPA in major 2.00
Minimum GPA for graduation 2.25
Minimum liberal arts and sciences hours 65
Minimum advanced hours 33
Minimum total hours 128
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>

MULTIMEDIA (BS)

BS: MULTIMEDIA DEGREE PLAN (JMM)	
UNIVERSITY REQUIREMENTS	
Please see the University Requirements section of this catalog (page 38).	
MAJOR REQUIREMENTS	
Journalism and Mass Communication	
JMC 100 Media Issues	3
JMC 102 Creating Media Messages	3
JMC 201 Introduction to Visual Media	3
JMC 310 Interactive Media <i>or</i> JMC 351 Electronic Publishing	3
JMC 342 Publication Design	4
JMC 488 Communication Law (writing-intensive course)	3

JMC 495 Internship	1
Total Journalism and Mass Communication Core	20
Multimedia	
JMC 239 Writing for Electronic Delivery	3
JMC 321 Student Media/Agency Lab (2 semesters required; one must be with JMC Network)	0
JMC 317 Electronic Media Principles	3
Total Multimedia Core	6
Multimedia Menu (choose 12 hours)	
JMC 260 Television Studio Production	
JMC 310 Interactive Media <i>or</i> JMC 351 Electronic Publishing	
JMC 352 Advanced Digital Media	
JMC 360 Television Field Production	
JMC 390 Ad Creativity and Copy Writing	
JMC 405 Visual Portfolio	
JMC Elective	3
TOTAL	41
SUPPORT FIELD	
Concentration Choose from: art, communication, computer science, English, ethnic and women’s studies, marketing, political science, psychology or sociology.	
Lower level selections	9
Advanced selections	6
TOTAL	15
ADDITIONAL SUPPORT HOURS REQUIRED	
ART 105 Two-Dimensional Design	3
ART 351 Typography I	3
PSYC 120 Introduction of Psychology <i>or</i> SOC 111 Introduction to Sociology	(3) ¹
TOTAL	6
¹ Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
ELECTIVES	
Minimum (maximum of 3 hours may be JMC)	10
TOTAL MAJOR HOURS	72
OTHER GRADUATION REQUIREMENTS	
Minimum GPA in major	2.00
Minimum GPA for graduation	2.25
Minimum liberal arts and sciences hours	65
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 20). 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.

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 260, 310, 342, 451 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 20). Before enrolling in JMC 102, Creating Media Messages for the Media Studies minor, or in JMC 223 or JMC 239 for the Convergence Journalism or Ad/PR minors, 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 239; 347 or 348; 389, 390 or 391; 488, 492 18

One 3-hour JMC Selection..... 3

Total **21**

Convergence Journalism (JOCJ)

JMC 223, 324, 341, 342, 449 or 450, 488 18

Media Studies (JMMS)

JMC 100, 102, 223 or 239, 317, 347 or 348, 488 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 172). 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, 102, 201, 321, 310 or 351, 342, 488, 495.

Language and Literature

B. Cole Bennett, *Chair*

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Faculty

Julie Barcroft, *Instructor*

B. Cole Bennett, *Associate Professor*

Laura Carroll, *Associate Professor*

William M. Carroll, *Associate Professor*

Mikee Delony, *Assistant Professor*

Kyle Dickson, *Associate Professor*

Jeremy Elliott, *Instructor*

Carol Evans, *Instructor*

Albert Haley, *Professor*

William Horn, *Instructor*

Dana McMichael, *Associate Professor*

Steven T. Moore, *Assistant Professor*

Heidi Nobles, *Instructor*

Yann Opsitch, *Instructor*

M. Harland Rall, *Assistant Professor*

Sharon Rankin, *Instructor*

William J. Rankin, *Professor*

Paul Roggendorff, *Instructor*

Michelle Sanders, *Assistant Professor*

Nancy W. Shankle, *Professor*

Joseph F. Stephenson, *Assistant Professor*

Carolyn Thompson, *Instructor*

Jeanine Varner, *Professor*

Paul Varner, *Scholar-in-Residence*

Beatriz Walker, *Associate Professor*

Stephen R. Weathers, *Associate Professor*

Christian Willerton, *Professor*

Debbie Williams, *Associate Professor*

Majors: English (BA)

English for Teacher Certification (BA)

Spanish (BA)

Spanish for Teacher Certification (BA)

Minors: English

Professional Writing

Spanish

The goal of 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, or Spanish may be added to other majors.

The Master of Arts in English is available with emphases in literature or writing. See the *Graduate School* section of this catalog (page 138).

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 English for Teacher Certification prepares students who wish to teach in high school with English as a single teaching field. Like other English majors, those interested in this degree will be advised by the Department of English.

The Bachelor of Arts in Spanish and the Bachelor of Arts in Spanish for Teaching Certification can enhance a student's qualifications for many challenging careers:

- **Teaching.** Our nation needs outstanding foreign language teachers and scholars in universities, colleges, secondary schools and elementary schools.
- **Business.** A major combining business and foreign language can lead to careers with multinational corporations, in international banking or accounting, hotel management, import-export business or many other areas. *Many articles have been written of the importance of language and culture abilities as crucial elements of success within international companies.*
- **Government Service.** Important jobs in the Armed Services, the Department of State, the Department of Commerce and the International Communication Agency require proficiency in foreign languages. Students should consider supplementing language preparation with courses in business management, economics and communication.
- **Mission Work.** The majority of the world does not speak English. In order to communicate the Gospel of Jesus Christ around the world, missionaries need to speak foreign languages. Even if ACU does not offer the specific language of a given country, we often can help the prospective missionary with a language that is widely spoken in the area he or she is targeting, e.g., French in West Africa, German for Eastern Europe. Moreover, the best way to raise one's general language aptitude is to study a foreign language.
- **Pre-Med.** Students entering medical fields often find that a major or minor in a foreign language broadens their intellectual horizons, increases their ability to communicate with patients and is favored by medical schools since it indicates broad human interests.

Also, journalists, librarians, writers, researchers, doctors, nurses, police officers, social workers and many others often find foreign language skills essential.

The person who knows a foreign language has an added dimension to his or her life. Language expands and heightens the pleasure of travel, of good literature and of the arts. It fosters a sense of shared humanity. These intangible benefits may be the most rewarding of all.

Students who have had two or more years of a foreign language in high school should be able to earn college credit by examination. Students should take the AP language examination or the CLEP subject examination in Spanish during their senior year of high school. If this is impossible, the test can be arranged through ACU.

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 20).

ENGLISH (BA)

BA: ENGLISH DEGREE PLAN (ENGL)

UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog (page 38).

MAJOR REQUIREMENTS

English Literature

Literature – choose one: ENGL 221, 231, 262 (3)¹
 Literature* – choose one: ENGL 222, 232, 263 3
**Student must continue the sequence chosen for the University Requirement.*

Introduction to English Studies

ENGL 311 Literary Theory and Criticism *or*
 ENGL 441** Topics in Literary Criticism & Bibliography 3

Writing and Rhetoric

Choose from: ENGL 320, 322, 323, 324, 325, 326,328,
 329, 442** 3

English Language

Choose from: ENGL 330, 432, 443** 3

American Literature

Choose from: ENGL 362, 363, 446**, 464, 470 6

General Literature

Choose from: ENGL 376, 377, 378, 447** 3

British Literature Before 1700

Choose from: ENGL 448**, 481, 483, 484 3

British Literature After 1700

Choose from: ENGL 449**, 495, 496, 497 3

Culture and Belief

Choose from: ENGL 471, 472 3

Advanced English Selection

Choose from: courses listed above 3

English Seminar

ENGL 411 *and* 412 English Seminar 1

Senior Seminar

ENGL 499 Studies in World Literature
 (writing-intensive course) 3

TOTAL **37**
¹Hours (in parentheses) may also fulfill university requirements and are not included in total major hours

***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.*

SUPPLEMENT FOR MAJOR

FLFR, FLGE, FLLA, FLSP 221, 222 6
 History (any 100 or 200 level course) (3)¹
TOTAL **6**

ELECTIVES

Minimum 29

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)

BA: ENGLISH WITH CERTIFICATION DEGREE PLAN (ENGT)

UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog (page 38).

MAJOR REQUIREMENTS**Sophomore Literature**

ENGL 221 Major British Writers I <i>or</i>	
ENGL 262 American Literature Before 1900	(3) ¹
ENGL 222 Major British Writers II <i>or</i>	
ENGL 263 American Literature After 1900	3

*Student must continue the sequence chosen for the University Requirement.

Required English

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

American Literature*

Choose from: ENGL 362, 363, 446**, 464, 470	3-6
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British Literature After 1700*

Choose from: ENGL 449**, 495, 496, 497	0-3
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Advanced English Selection

Choose from: ENGL 320, 322, 323, 324, 376, 377, 378, 432, 441**, 442**, 443**, 445**, 447**, 448**, 471, 472, 481, 484 or any literature course listed above	3
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English Seminar

ENGL 411 and 412 English Seminar	1
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Capstone

ENGL 499 Capstone	3
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Foreign Language

FLFR, FLGE, FLLA, or FLSP 221, 222	6
HIST (100 or 200 level course)	3

TOTAL 37

*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.

**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.

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

PROFESSIONAL EDUCATION REQUIREMENTS**Reading**

READ 363 Foundations of Reading	3
READ 322 Reading in Secondary Content Areas	3
READ 480 Problems in Reading <i>or</i> EDUC 476 Effective Teaching Strategies for English Language Learners <i>or</i> SPED 477 Teaching Students with High Incidence Disabilities	3

Education

EDUC 211 Educational Foundations and Multicultural Perspectives	3
EDUC 221 Educational Psychology	3
EDUC 412 Secondary Curriculum and Media	3
EDUC 432 Secondary Management and Methods	3
EDUC 490 Student Teaching	6
SPED 371 Teaching Students with Special Needs (writing-intensive course)	3

TOTAL 30**ELECTIVES**

Minimum (3 hours may be Education)	5
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TOTAL MAJOR HOURS 72**CRITERIA FOR ADMISSION TO 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 12 hours in the candidate's

4. chosen content field;
4. Have a minimum Grade Point Average (GPA) of 2.75 (2.75 or higher in the content field);
5. Complete 6 hours of University Requirements English 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. Pass all three sections of the Texas Higher Education Assessment (THEA) test, with a score on the reading section of 260 or higher, a score on the math section of 230 or higher and a score on the writing section of 240 or higher; Students may retake the THEA once if the required level is not earned in the first administration. Acceptance of scores from a third administration of the THEA are subject to review by the Teacher Education Admissions Committee;
7. Successfully complete (C or better) EDUC 211 - Educational Foundations and Multicultural Perspectives;
8. Successfully complete first submission of the Teacher Education E-portfolio as described in the ACU Teacher Education Student Handbook;
9. A declared major that includes certification;
10. Receive approval from the Teacher Education Admissions and Review Committee. An interview with the committee may be required.

English Language Proficiency Requirement for International Students: International students with primary languages other than English must demonstrate English language proficiency by the following:

Obtain an official TOEFL score of at least 600 (computer-based score of 250, iBT of 100).

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). Approval to take Education Block classes (411/412 and 431/432) and to enroll in student teaching must be obtained from the Teacher Education Admissions and Review Committee before enrolling in those classes.

Additional requirements for maintaining program admission status:

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.
2. A grade of C or better is required for all majors courses.
3. Junior and senior transfer students must take the THEA and be admitted to the Teacher Education Program during their first semester at Abilene Christian University to continue in professional education course work. Arrangements to take the THEA should be made as quickly as possible by contacting the Office of Career and Academic Development.

Note:

A candidate who does not have an overall GPA of 2.75 or higher **may** be conditionally 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
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

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 from: ENGL 300-499 (except 322-351, 401-405, 432, 441-445, 459)	6
TOTAL	18

Minor in Professional Writing

Students may minor in professional writing by taking 18 hours from the following selection of courses.

MINOR: PROFESSIONAL WRITING (ENGW)

Freshman English	
ENGL 111 Composition and Rhetoric	
ENGL 112 Composition and Literature	
Total Freshman English	3-6
Advanced English	
<i>Creative Writing</i>	
ENGL 320, 322, 323, 324	
<i>Professional Writing</i>	
ENGL 325, 326, 328, 329, 442	
<i>Language</i>	
ENGL 330, 432	
Total Advanced English	6-15
Journalism	
JMC 223 (prerequisite for 324, 449, 450), 239, 324, 390, 449, 450	0-6
Communication	
COMS 345, 407, 491	0-6
TOTAL	18

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.

Course Descriptions

Please see the *Course Descriptions* section of this catalog (page 172). Courses offered by the Department of Language and Literature include those with the following designation: ENGL.

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

ACU offers a cooperative program in Spanish with Hardin-Simmons University and McMurry University. Students planning to major in Spanish may take advanced work in Spanish language or literature at either university in addition to courses at ACU.

If a student has little language background or fails to earn sufficient advanced placement credit by examination, he or she may have to take up to 12 hours of elementary and intermediate work as elective hours prior to beginning advanced-level courses.

CLEP Examination Credit

Examinations for elementary (FL__111, 112) or intermediate (FL__221, 222) French, Spanish and German foreign language credit are given by ACU Career Counseling and Testing Services. Students who have ability in languages for which the ACU Testing Services has no examination must make their own arrangements with an approved university or testing agency and have the credit transferred to 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.

DIALEKTOS Language Program for Less Commonly Taught Languages

Using technology/communication that shrinks distances among global contacts, ACU is able to offer less commonly taught languages through a pedagogy that combines on-line and in-class language acquisitions. Students are mentored in language pods by native speakers who, in turn, are guided by off-campus Supervising Professors and on-campus Language Coordinators. Language offerings will vary depending upon availability of native-speaker international students and ACU student demand. Students wishing to register for a language must complete the program application and interview process as found on the website for the department.

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 20).

SPANISH (BA)

BA: SPANISH DEGREE PLAN (SPAN)

UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog (page 38).

MAJOR REQUIREMENTS

FLSP 221 Intermediate Spanish I	3
FLSP 222 Intermediate Spanish II	3
FLSP 386 Advanced Composition (writing-intensive course)	3
FLSP 499 Capstone	3

Choose 21 hours from:

- FLSP 352 Peninsular Spanish Culture
- FLSP 353 Latin American Culture
- FLSP 385 Advanced Grammar
- FLSP 388 Advanced Conversation
- FLSP 440 Special Topic
- FLSP 480 Hispanic Drama
- FLSP 481 Hispanic Novel
- FLSP 482 Survey of Peninsular Literature
- FLSP 483 Survey of Latin American Literature
- FLSP 490 Spanish for Teachers

Study Abroad Expectations (can be in hours above or university requirements)

Bible

BMIS 371 Religion in Global Contexts	(3) ¹
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English

ENGL 231 World Literature I	(3) ¹
ENGL 232 World Literature II	3

Political Science

POLS 227 Introduction to International Relations	(3) ¹
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TOTAL

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

SUPPLEMENT FOR MAJOR

Supporting Language

Intermediate proficiency in a foreign language other than major *or* elementary proficiency in two foreign languages other than major

TOTAL

ELECTIVES

Minimum

TOTAL MAJOR HOURS

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.*

Teacher Certification

Students interested in teaching Spanish at the high school level should choose the BA Spanish for Teacher Certification degree plan. It will meet all the requirements for language and teacher certification as specified by the Department of Teacher Education.

SPANISH TEACHER CERTIFICATION (BA)

BA: SPANISH TEACHER CERTIFICATION DEGREE PLAN (SPNT)

UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog (page 38).

MAJOR REQUIREMENTS

Spanish

FLSP 221 Intermediate Spanish I	3
FLSP 222 Intermediate Spanish II	3
FLSP 352 Peninsular Spanish Culture	3
FLSP 353 Latin American Culture	3
FLSP 385 Advanced Grammar	3
FLSP 386 Advanced Spanish Composition	3
FLSP 490 Spanish for Teachers	3
FLSP 491 Oral Proficiency for Educators	3
FLSP 499 Capstone	3

Choose 2 courses from:

FLSP 388 Advanced Conversation	3
FLSP 480 Hispanic Drama	3
FLSP 481 Hispanic Novel	3
FLSP 482 Survey of Peninsular Literature	3
FLSP 483 Survey of Latin American Literature	3

Study Abroad Expectations (can be in hours above or university requirements)

TOTAL **33**

Sophomore Literature

ENGL 231 World Literature I	3
ENGL 232 World Literature II	(3) ¹

TOTAL **3**

Professional Education Requirements

EACH 363 Early Language and Literacy	3
EDUC 211 Education Foundations and Multicultural Perspectives	3
EDUC 221 Educational Psychology	(3) ¹
EDUC 412 Secondary Curriculum and Media <i>and</i> EDUC 432 Secondary Management and Methods	6
EDUC 490 Student Teaching	6
READ 322 Reading in Secondary Content Areas	3
SPED 371 Teaching Students with Special Needs (writing-intensive course)	3

TOTAL **24**

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

ELECTIVES

Minimum 12

TOTAL MAJOR HOURS **72**

CRITERIA FOR ADMISSION TO 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 12 hours in the candidate's chosen content field;
4. Have a minimum Grade Point Average (GPA) of 2.75 (2.75 or

5. higher in the content field);
5. Complete 6 hours of University Requirements English 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. Pass all three sections of the Texas Higher Education Assessment (THEA) test, with a score on the reading section of 260 or higher, a score on the math section of 230 or higher and a score on the writing section of 240 or higher; Students may retake the THEA once if the required level is not earned in the first administration. Acceptance of scores from a third administration of the THEA are subject to review by the Teacher Education Admissions Committee;
7. Successfully complete (C or better) EDUC 211 - Educational Foundations and Multicultural Perspectives;
8. Successfully complete first submission of the Teacher Education E-portfolio as described in the ACU Teacher Education Student Handbook;
9. A declared major that includes certification;
10. Receive approval from the Teacher Education Admissions and Review Committee. An interview with the committee may be required.

English Language Proficiency Requirement for International Students:

International students with primary languages other than English must demonstrate English language proficiency by the following:

Obtain an official TOEFL score of at least 600 (computer-based score of 250, iBT of 100).

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). Approval to take Education Block classes (411/412 and 431/432) and to enroll in student teaching must be obtained from the Teacher Education Admissions and Review Committee before enrolling in those classes.

Additional requirements for maintaining program admission status:

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.
2. A grade of C or better is required for all majors courses.
3. Junior and senior transfer students must take the THEA and be admitted to the Teacher Education Program during their first semester at Abilene Christian University to continue in professional education course work. Arrangements to take the THEA should be made as quickly as possible by contacting the Office of Career and Academic Development.

Note:

A candidate who does not have an overall GPA of 2.75 or higher **may** be conditionally 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
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

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.*

Minor in a Foreign Language: Spanish

MINOR: FOREIGN LANGUAGE – SPANISH (SPAN)

Spanish

FLSP 221 Intermediate Spanish I	3
FLSP 222 Intermediate Spanish II	3
Choose from: FLSP 300-499	12
TOTAL	18

Minor in Foreign Language: French

MINOR: FOREIGN LANGUAGE - FRENCH (FREN)

FLFR 221/222 Intermediate French	6
FLFR 352 Introduction to French Culture	3
FLFR 386 French Composition and Conversation	3
FLFR 481 Medieval and Renaissance French Literature	3
FLFR 484 Twentieth-Century French Literature	3
TOTAL	18

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 Graduate School requirements, including a minimum TOEFL score of 550, or computer-based score of 213.

Course Descriptions

Please see the *Course Descriptions* section of this catalog (page 172). 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.

Course Descriptions

Please see the *Course Descriptions* section of this catalog (page 172). Courses offered by the Department of Language and Literature include those with the following designations: FLFR, FLGE, FLLA, FLSP, INTS.

NOTE: All first-year foreign language classes require a lab. Any first-year foreign language (FL__ 111, 112) may be used to fulfill admissions deficiency requirements.

Mathematics

Mark Riggs, *Chair*
ACU Box 28012
Abilene, Texas 79699-8012
Foster Science Building, Room 215

Phone: 325-674-2007
Fax: 325-674-6753
Email: chair@math.acu.edu
Web: www.acu.edu/math

Faculty

Phyllis Bolin, *Associate Professor*
John Ehrke, *Assistant Professor*
David Hendricks, *Associate Professor*
Jason Holland, *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 High School Teacher Certification (BS)
Middle School Teacher Certification - Mathematics (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 certification in mathematics and middle school certification in mathematics may be obtained with the Bachelor of Science. A minor in mathematics may be added to other majors.

The department hires students as computer lab monitors or paper graders. For information contact the department administrative coordinator.

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 at the high school level.

The Bachelor of Science degree in mathematics for middle school teaching is designed to prepare middle school mathematics teachers. This degree is designed to meet the needs of students preparing to pass the Texas teacher certification examination in mathematics at the middle school level.

The Bachelor of Science in mathematics – 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 of the COMPASS placement exam.

Credit by examination for calculus is available through national exams. See the "Credit by Examination" brochure available in the Testing Office.

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)

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 20).

MATHEMATICS (BS)

BS: MATHEMATICS DEGREE PLAN (MATH)

UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog (page 38).

MAJOR REQUIREMENTS

Mathematics

MATH 185 Calculus I	(3) ¹
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 (writing-intensive course)	2
Choose one:	3
MATH 453 Abstract Algebra II	
MATH 478 Mathematical Statistics	

MATH 483 Analysis II	
Advanced Mathematics Selections	
Advanced mathematics selections (excluding 309, 311, 410 and 412)	9
TOTAL	38
¹ Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
SUPPLEMENT FOR MAJOR	
Computer Science	
CS 120 Programming I	3
CS 341 Numerical Methods	3
Supplemental Menu	
BIOL 112/114 General Biology I Lecture/Lab <i>or</i> CHEM 133/131 General Chemistry I Lecture/Lab	(3) ¹ /1
PHYS 120 Engineering Physics I	(3) ¹
PHYS 121 Engineering Physics I Lab	1
PHYS 122 Engineering Physics II	3
PHYS 123 Engineering Physics II Lab	1
Choose two courses from the following list:	6-8
ACCT 210, 211 BIOL 112/114, 113/115 CHEM 133/131, 134/132 CS 332, 365, 442 PHYS 230/231 Modern foreign language	
TOTAL	18-20
¹ Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
ELECTIVES	
Minimum	14-16
TOTAL MAJOR HOURS	72
OTHER GRADUATION REQUIREMENTS	
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)

BS: MATHEMATICS DEGREE PLAN – CONCENTRATION IN ACTUARIAL SCIENCE (MATH) (MASC)

UNIVERSITY REQUIREMENTS	
Please see the University Requirements section of this catalog (page 38).	
MAJOR REQUIREMENTS	
Mathematics	
MATH 185 Calculus I	(3) ¹
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 (writing-intensive course)	2
Mathematics Selections	
Choose two:	6
MATH 325 Linear Algebra MATH 361 Ordinary Differential Equations	

MATH 381 Analysis I	
Advanced Mathematics Selection	
(excluding 309, 311, 410 and 412)	3
TOTAL	35
¹ Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	

SUPPLEMENT FOR MAJOR

Computer Science	
CS 120 Programming I	3
Business Administration	
ACCT 210 Financial Accounting	3
ACCT 211 Managerial Accounting	3
ECON 260 Principles of Macroeconomics	(3) ¹
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
Business or Mathematics Selection	
ECON 463 Managerial Economics <i>or</i> FIN 412 Financial Theory and Practice (suggested)	3
TOTAL	27
¹ Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	

ELECTIVES

Minimum	10
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TOTAL MAJOR HOURS

OTHER GRADUATION REQUIREMENTS

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 HIGH SCHOOL TEACHER CERTIFICATION (BS)

BS: MATHEMATICS (ONE-FIELD TEACHER CERTIFICATION) DEGREE PLAN (MATT)

UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog (page 38).

MAJOR REQUIREMENTS

Mathematics	
MATH 185 Calculus I	(3) ¹
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 325 Linear Algebra	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 497 Mathematics Capstone (writing-intensive course)	2
TOTAL	35
¹ Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	

OTHER REQUIREMENTS**Computer Science**

CS 115 Introduction to Programming using Scripting *or*
 CS 120 Programming I 3

Science

CHEM 133/131, PHYS 110/111, *or* PHYS 120/121 (3)¹/1

Teacher Education Requirements

EDUC 211 Educational Foundations and
 Multicultural Perspectives 3
 EDUC 221 Educational Psychology (3)¹
 EDUC 412 Secondary Curriculum and Media 3
 EDUC 432 Secondary Management and Methods 3
 EDUC 490 Student Teaching 6
 READ 322 Reading in Secondary Content Areas 3
 SPED 371 Teaching Students with Special Needs
 (writing-intensive course) 3

Must make application and be approved to take EDUC 490.

GPA of 2.75 required to remain in Teacher Education Program

TOTAL **25**

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

ELECTIVES

Minimum 12

TOTAL MAJOR HOURS **72**

CRITERIA FOR ADMISSION TO 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 12 hours in the candidate's chosen content field;
4. Have a minimum Grade Point Average (GPA) of 2.75 (2.75 or higher in the content field);
5. Complete 6 hours of University Requirements English 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. Pass all three sections of the Texas Higher Education Assessment (THEA) test, with a score on the reading section of 260 or higher, a score on the math section of 230 or higher and a score on the writing section of 240 or higher; Students may retake the THEA once if the required level is not earned in the first administration. Acceptance of scores from a third administration of the THEA are subject to review by the Teacher Education Admissions Committee;
7. Successfully complete (C or better) EDUC 211 - Educational Foundations and Multicultural Perspectives;
8. Successfully complete first submission of the Teacher Education E-portfolio as described in the ACU Teacher Education Student Handbook;
9. A declared major that includes certification;
10. Receive approval from the Teacher Education Admissions and Review Committee. An interview with the committee may be required.

English Language Proficiency Requirement for International Students: International students with primary languages other than English must demonstrate English language proficiency by the following:

Obtain an official TOEFL score of at least 600 (computer-based score of 250, iBT of 100).

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). Approval to take Education Block classes (411/412 and 431/432) and to enroll in student teaching must be obtained from the Teacher Education Admissions and Review Committee before enrolling in those classes.

Additional requirements for maintaining program admission status:

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.
2. A grade of C or better is required for all majors courses.
3. Junior and senior transfer students must take the THEA and be admitted to the Teacher Education Program during their first semester at Abilene Christian University to continue in professional education course work. Arrangements to take the THEA should be made as quickly as possible by contacting the Office of Career and Academic Development.

Note:

A candidate who does not have an overall GPA of 2.75 or higher **may** be conditionally 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
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

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.*

MIDDLE SCHOOL TEACHER CERTIFICATION – MATHEMATICS (GRADES 4-8) (BS)**BS: MIDDLE SCHOOL – MATHEMATICS (GRADE 4-8) DEGREE PLAN (MATM) (MATH)****UNIVERSITY REQUIREMENTS**

Please see the University Requirements section of this catalog (page 38).

INTERDISCIPLINARY MAJOR**Mathematics**

MATH 123 Introduction to Probability and Statistics (3)¹
 MATH 124 Precalculus II 3
 MATH 131 Calculus for Applications *or*
 MATH 185 Calculus I 3
 MATH 237 Fundamentals of Number and Arithmetic 3
 MATH 247 Number Concepts of Middle School Mathematics 3
 MATH 248 Foundations of Middle School Mathematics 3
 MATH 309 Algebraic Concepts for Teachers I 3
 MATH 311 Geometric Concepts for Teachers I 3
 MATH 397 Mathematics Seminar 2
 MATH 410 Algebraic Concepts for Teachers II 3
 MATH 412 Geometric Concepts for Teachers II 3
 MATH 497 Mathematics Capstone (writing-intensive course) 2
TOTAL MAJOR REQUIREMENTS **31**

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

OTHER REQUIREMENTS

CS 115 Introduction to Programming using Scripting 3
 EDUC 211 Educational Foundations and
 Multicultural Perspectives 3
 EDUC 221 Educational Psychology (3)¹
 EDUC 335 Teaching in the Middle School 3
 EDUC 412 Secondary Curriculum and Media 3
 EDUC 432 Secondary Management and Methods 3
 EDUC 370 Teaching Mathematics in Elementary Grades 3-6..... 3
 EDUC 490 Student Teaching..... 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>	
TOTAL	30
¹ Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	

ELECTIVES

Minimum	11
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TOTAL MAJOR HOURS	72
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CRITERIA FOR ADMISSION TO 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 12 hours in the candidate's chosen content field;
4. Have a minimum Grade Point Average (GPA) of 2.75 (2.75 or higher in the content field);
5. Complete 6 hours of University Requirements English 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. Pass all three sections of the Texas Higher Education Assessment (THEA) test, with a score on the reading section of 260 or higher, a score on the math section of 230 or higher and a score on the writing section of 240 or higher; Students may retake the THEA once if the required level is not earned in the first administration. Acceptance of scores from a third administration of the THEA are subject to review by the Teacher Education Admissions Committee;
7. Successfully complete (C or better) EDUC 211 - Educational Foundations and Multicultural Perspectives;
8. Successfully complete first submission of the Teacher Education E-portfolio as described in the ACU Teacher Education Student Handbook;
9. A declared major that includes certification;
10. Receive approval from the Teacher Education Admissions and Review Committee. An interview with the committee may be required.

English Language Proficiency Requirement for International Students: International students with primary languages other than English must demonstrate English language proficiency by the following:

Obtain an official TOEFL score of at least 600 (computer-based score of 250, iBT of 100).

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). Approval to take Education Block classes (411/412 and 431/432) and to enroll in student teaching must be obtained from the Teacher Education Admissions and Review Committee before enrolling in those classes.

Additional requirements for maintaining program admission status:

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.
2. A grade of C or better is required for all majors courses.
3. Junior and senior transfer students must take the THEA and be admitted to the Teacher Education Program during their first semester at Abilene Christian University to continue in professional education course work. Arrangements to take the THEA should be made as quickly as possible by contacting the Office of Career and Academic Development.

Note:
A candidate who does not have an overall GPA of 2.75 or higher **may** be conditionally 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

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

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.*

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 20).

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 120).

MATHEMATICS (BA)

BA: MATHEMATICS DEGREE PLAN (MATH)

UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog (page 38).

MAJOR REQUIREMENTS

Mathematics

MATH 185 Calculus I	(3) ¹
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 (writing-intensive course)	2
TOTAL	17

Other Required Courses

Sophomore Literature	3
FLFR, FLGE, FLLA, or FLSP 221, 222	6
TOTAL	9

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

CONCENTRATIONS (CHOOSE ONE)

Applied Mathematics Track

MATH 351 Abstract Algebra I or MATH 381 Analysis I	3
MATH 477 Statistical Methods II	3
Choose two courses from:	6
MATH 334 Linear Programming	
MATH 361 Ordinary Differential Equations	
MATH 432 Introduction to Operations Research	
MATH 445 Theory of Interest	
MATH 478 Mathematical Statistics	
Advanced Mathematics Selection (excluding 309, 311, 410, 412)	3
TOTAL	15

Pure Mathematics Track

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, 412)	6
TOTAL	15
SUPPLEMENT FOR MAJOR	
Computer Science	
CS 120 Programming I	3
Minor or Departmental Supplement	
A minor or 18 hours specified by a department (at least 6 hours must be advanced)	18
TOTAL	21
ELECTIVES	
Minimum	10
TOTAL MAJOR HOURS	72
OTHER GRADUATION REQUIREMENTS	
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.

MINOR: MATHEMATICS (MATH)

MATH 185 Calculus I	3
MATH 186 Calculus II	3
MATH 187 Calculus Computer Lab	1
MATH 227 Discrete Mathematics	3
Choose three courses from:	
MATH 286, 325, 334, 351, 361, 377, 381, 432, 477	9
TOTAL (6 hours must be advanced)	19

Course Descriptions

Please see the *Course Descriptions* section of this catalog (page 172). Courses offered by the Department of Mathematics include those with the following designations: MATH, MATW.

Music

Matt Roberson, *Chair*
ACU Box 28274
Abilene, Texas 79699-8274
Williams Performing Arts Center, Room 120
Phone: 325-674-2199
Fax: 325-674-2608
Email: mxr12b@acu.edu
Web: www.acu.edu/music

Faculty

Pauline Kung Bjorem, *Associate Professor*
Derek Brown, *Instructor*
Samuel L. Cook, *Associate Professor*
Cheryl Lemmons, *Staff Accompanist*
Jason Missal, *Lecturer*
Rick Piersall, *Assistant Professor*
Julie Pruet, *Associate Professor*
Sean Pullen, *Assistant Professor*
Michael Scarbrough, *Professor*
Gregory Straughn, *Associate Professor*
Allen Teel, *Professor*
Susan Teel, *Instructor*
Steven Ward, *Professor*
Kay Williams, *Professor*

Majors: Instrumental Teacher Certification (BM)

Music (BA)
Music Jazz Track (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 120).

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 film, 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 weekend 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 November and continue through March with scholarships being awarded in April. Instead of appearing in person for this audition, a tape may be mailed to the chair of the department prior to March 15.

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 ACU marching band, or **Big Purple**, is known for its big sound and intricate field maneuvers. The Big Purple performs for all home football games and travels to at least one out-of-town game each fall. The band has also made halftime appearances for professional football games.

The **Wind Ensemble** is composed of students of outstanding musical ability selected by audition. This group takes an annual spring tour in addition to performing on the campus and in the Abilene area. The wind ensemble has performed for the College Band Directors National Association and the Texas Music Educators Association.

The **Concert Band** is another wind ensemble designed for students who wish to participate in a concert ensemble during the spring. This group does not require an audition and is open to all. Several campus performances are given by this group each spring.

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 dedicated to the study and performance of the finest choral literature of all musical eras. Members are selected at the end of each spring semester. Remaining vacancies are filled at a general choral tryout during fall registration. A Cappella meets four days a week during each semester, takes one extended tour plus several shorter trips, and gives several major concerts a year.

The **University Chorale**, although primarily consisting of freshmen, is open by audition to all students. No audition is required for students with high school choral experience. This group meets three times a week and does not tour.

The **ACU Singers** is a small vocal ensemble organized in fall 2011 by Dr. Sean Pullen. The ensemble consists of 15-20 singers and gives students an opportunity to participate in a smaller group. Rehearsals are on Tuesday and Thursday 1:30-2:30 p.m.

Jazz

The **Jazz Ensemble** is selected by audition and includes musicians seeking an outlet in performance and training in the jazz idiom. Programs include campus concerts, local and out-of-town engagements, Sing Song accompaniment and studio recording experience.

The **Jazz Combo** offers an opportunity for students to learn about jazz styles while performing in a small group. Solo playing is emphasized.

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 ACU **Orchestra** is a varied group of instrumentalists who perform chamber music and symphonic repertoire from the eighteenth century to the present. A unique aspect of this ensemble is the opportunity for students to perform with faculty members in works chosen based on the group's participants. Concerts are given once in the spring and fall semesters.

Opera

The ACU Opera Program provides the opportunity for students to participate in opera scenes and an opera production. The ACU Opera provides training in character development, enhances singing and acting skills, and exposes students to the production end of opera, including costumes, sets and props.

Percussion Ensemble/Steel Drum Band

The percussion ensemble/steel drum band is open to majors and non-majors. The group performs a wide variety of musical styles, including traditional percussion ensemble literature, ethnic drum ensemble music and Caribbean steel drum band music. The steel drum band performs for numerous off-campus events.

Special Events**Composition Contest**

An original music composition contest is held every April with cash prizes going to the winners. Although a student may elect to enroll in various composition courses, any student enrolled in a music lesson is eligible to enter the contest.

Honors Recital

In the spring of even-numbered years an honors recital is held featuring the department's outstanding student performers selected from auditions.

Guest Artists

Guest artists are frequently invited to present concerts for students and guests. Recent guest artists have included Jeff Coffin, well known saxophonist. In addition, respected musical artists and clinicians with varied musical backgrounds are invited regularly to interact with students in classes and as guest conductors and lecturers.

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.

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 20).

MUSIC (BA)**BA: MUSIC DEGREE PLAN (MUSI)****UNIVERSITY REQUIREMENTS**

Please see the University Requirements section of this catalog (page 38).

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

Musicology

MUSM 131 Music in World Cultures	(2) ¹
MUSM 132 Music Literature	(1) ¹ /1
MUSM 431 Music History I: Antiquity to 1750 (writing-intensive course)	3
MUSM 432 Music History II: The Common Practice Era	3
MUSM 449 Capstone Seminar in Music History and Theory	1

Recital Seminar

Eight semesters, credit or non-credit	0
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Additional Major Requirements**English**

Sophomore Literature	3
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Foreign Language

FLFR, FLGE, FLLA, or FLSP 221, 222	6
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TOTAL	27
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¹Hours (in parentheses) may also fulfill university requirements and are not included in total major hours

SUPPLEMENT FOR MAJOR (TRACKS)**General BA: MUSI**

Additional Music Selections	9
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Suggestions include:

MUST 232, 331, 332, 432

MUSM 331, 441, 442

MUSE 335, 337

Student's choice (may not include recital seminar or performing organizations)

Additional Selections in Music

Selected from either content, private instruction classes, or ensembles	9
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Major Concentration (private instruction)

Can be in two fields	12
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Performance Ensemble

Each semester, credit or non-credit	0
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TOTAL	30
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JAZZ Track (MUJZ)

Additional Music Selections	7
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Select at least one course (remaining credit may be fulfilled by any music courses, including additional lessons and ensembles.)

Suggestions include:

MUST 232, 331, 332, 432

MUSE 334

Student's choice (may not include recital seminar or performing organizations)

Major Concentration (private instruction)	8
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Performance Ensemble

Each semester, credit or non-credit (5 semesters in Jazz Ensemble; 3 semesters selected from the following options at the discretion of the ensemble directors: Marching Band, Wind Ensemble, Concert Band, Orchestra, Percussion Ensemble (guitar, bass, and piano Jazz Track students may satisfy this requirement in the jazz ensemble or jazz combo))

Private Jazz Lessons (two semesters on major instrument with either the same private lesson instructor or other appropriate instructor)

MPIM 211 Music Private Instruction Instrumental or MPIM 411 Music Private Instruction Instrumental	4
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Additional Jazz Courses

MUSM 231 Survey of Jazz	3
MUST 233 Jazz Theory and Improvisation	2
MUST 333 Jazz Composition and Arranging	2
MUSE 221 Jazz Pedagogy	2
MPIN 312 Music Private Instruction Jazz Piano Non-Major <i>or</i> MPIN 313 Music Private Instruction Jazz Piano Non-Major	2

TOTAL	30
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ELECTIVES	
Minimum	15
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
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

Bachelor of Music Degree (BM)

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 20).

MUSIC FOR TEACHER CERTIFICATION (BM)

BM: INSTRUMENTAL (ALL-LEVEL TEACHER CERTIFICATION) DEGREE PLAN (MTIA)	
UNIVERSITY REQUIREMENTS	
Please see the University Requirements section of this catalog (page 38).	
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	2
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) ¹
MUSM 132 Music Literature	(1) ¹ /1
MUSM 432 Music History II: 1750 to the Present	3
MUSM 449 Capstone Seminar in Music History and Theory	1
Recital Seminar	
Eight semesters, credit or non-credit	0
Performance Ensemble	
Each semester (except during Student Teaching), credit or non-credit	0
INSTRUMENTAL CONCENTRATION	
Pedagogy	
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
Major Concentration	
MPIM (major)	14
Piano	
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>	

Bible	
MUSM 431 Music History I: Antiquity to 1750 (writing-intensive course)	(3) ¹
TOTAL	51
¹ 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
EDUC 221 Educational Psychology	(3) ¹
EDUC 413 Professional Practice	2
EDUC 433 Introduction to the Reading Process	1
SPED 371 Teaching Students With Special Needs (writing-intensive course)	3
EDUC 490 Student Teaching	6

Other Required Courses	
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
TOTAL	24
¹ 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	75
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CRITERIA FOR ADMISSION TO 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 12 hours in the candidate's chosen content field;
4. Have a minimum Grade Point Average (GPA) of 2.75 (2.75 or higher in the content field);
5. Complete 6 hours of University Requirements English 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. Pass all three sections of the Texas Higher Education Assessment (THEA) test, with a score on the reading section of 260 or higher, a score on the math section of 230 or higher and a score on the writing section of 240 or higher; Students may retake the THEA once if the required level is not earned in the first administration. Acceptance of scores from a third administration of the THEA are subject to review by the Teacher Education Admissions Committee;
7. Successfully complete (C or better) EDUC 211 - Educational Foundations and Multicultural Perspectives;
8. Successfully complete first submission of the Teacher Education E-portfolio as described in the ACU Teacher Education Student Handbook;
9. A declared major that includes certification;
10. Receive approval from the Teacher Education Admissions and Review Committee. An interview with the committee may be required.

English Language Proficiency Requirement for International Students: International students with primary languages other than English must demonstrate English language proficiency by the following:

Obtain an official TOEFL score of at least 600 (computer-based score of 250, iBT of 100).

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). Approval to take Education Block classes (411/412 and 431/432) and to enroll in student teaching must be obtained from the Teacher Education Admissions and Review Committee before enrolling in those classes.

Additional requirements for maintaining program admission status:

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.
2. A grade of C or better is required for all majors courses.
3. Junior and senior transfer students must take the THEA and be admitted to the Teacher Education Program during their first semester at Abilene Christian University to continue in professional education course work. Arrangements to take the THEA should be made as quickly as possible by contacting the Office of Career and Academic Development.

Note:

A candidate who does not have an overall GPA of 2.75 or higher **may** be conditionally 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
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

OTHER GRADUATION REQUIREMENTS

Pass the piano proficiency exam, sophomore proficiency exam and present a senior recital.

Minimum grade for MUSE 332 and 333	C
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

*Courses numbered 0** do not count in minimum hours required for degree.*

BM: PIANO (ALL-LEVEL TEACHER CERTIFICATION) DEGREE PLAN (MTPA)

UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog (page 38).

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	2
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) ¹
MUSM 132 Music Literature	(1) ¹ /1
MUSM 432 Music History II: 1750 to the Present	3
MUSM 449 Capstone Seminar	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

Major Lessons

MUPM

14

Pedagogy

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

(writing-intensive course)

(3)¹

TOTAL

49

¹Hours (in parentheses) may also fulfill university requirements

and are not included in total major hours

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

3

Track Total

8

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 Instrumental

3

Track Total

11

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 Instrumental

3

Track Total

9

PROFESSIONAL REQUIREMENTS

Reading and Education

EDUC 211 Educational Foundations and

Multicultural Perspectives

3

EDUC 221 Educational Psychology

(3)¹

EDUC 413 Professional Practice

2

EDUC 433 Introduction to the Reading Process

1

SPED 371 Teaching Students With Special Needs

(writing-intensive course)

3

EDUC 490 Student Teaching.....

6

TOTAL

15

¹Hours (in parentheses) may also fulfill university requirements

and are not included in total major hours

and are not included in total major hours

ELECTIVES

Minimum

0

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, 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.

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 12 hours in the candidate's chosen content field;
4. Have a minimum Grade Point Average (GPA) of 2.75 (2.75 or higher in the content field);
5. Complete 6 hours of University Requirements English 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. Pass all three sections of the Texas Higher Education Assessment (THEA) test, with a score on the reading section of 260 or higher, a score on the math section of 230 or higher and a score on the writing section of 240 or higher; Students may retake the THEA once if the required level is not earned in the first administration. Acceptance of scores from a third administration of the THEA are subject to review by the Teacher Education Admissions Committee;
7. Successfully complete (C or better) EDUC 211 - Educational Foundations and Multicultural Perspectives;
8. Successfully complete first submission of the Teacher Education E-portfolio as described in the ACU Teacher Education Student Handbook;
9. A declared major that includes certification;
10. Receive approval from the Teacher Education Admissions and Review Committee. An interview with the committee may be required.

English Language Proficiency Requirement for International Students: International students with primary languages other than English must demonstrate English language proficiency by the following:

Obtain an official TOEFL score of at least 600 (computer-based score of 250, iBT of 100).

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). Approval to take Education Block classes (411/412 and 431/432) and to enroll in student teaching must be obtained from the Teacher Education Admissions and Review Committee before enrolling in those classes.

Additional requirements for maintaining program admission status:

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.
2. A grade of C or better is required for all majors courses.
3. Junior and senior transfer students must take the THEA and be admitted to the Teacher Education Program during their first semester at Abilene Christian University to continue in professional education course work. Arrangements to take the THEA should be made as quickly as possible by contacting the Office of Career and Academic Development.

Note:

A candidate who does not have an overall GPA of 2.75 or higher may be conditionally 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
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

OTHER GRADUATION REQUIREMENTS

Pass the piano proficiency exam, sophomore proficiency exam and present a senior recital.	
Minimum grade for MUSE 332 and 333	C
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 38).

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	2
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) ¹
MUSM 132 Music Literature	(1) ¹ /1
MUSM 432 Music History II: 1750 to the Present	3
MUSM 449 Capstone Seminar in Music History and Theory	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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VOCAL CONCENTRATION

Music Pedagogy

MUSE 235 Instrumental Concepts	1
MUSE 336 Concepts of Vocal Performance	3
MUSE 332 Elementary Music Techniques and Literature	3
MUSE 333 Secondary Music Methods – Choral Organization and Administration	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 (writing-intensive course)	(3) ¹
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TOTAL

¹Hours (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
EDUC 221 Educational Psychology	(3) ¹
EDUC 413 Professional Practice	2
EDUC 433 Introduction to the Reading Process	1
SPED 371 Teaching Students With Special Needs(writing-intensive course)	3
EDUC 490 Student Teaching.....	6

TOTAL	15
¹ Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
ELECTIVES	
Minimum	0
TOTAL MAJOR HOURS	73
CRITERIA FOR ADMISSION TO 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:	
<ol style="list-style-type: none"> Complete and submit an application for admission into the Teacher Education Program; Have completed the first 45 semester hours of credit; Successfully complete with a C or better 12 hours in the candidate's chosen content field; Have a minimum Grade Point Average (GPA) of 2.75 (2.75 or higher in the content field); Complete 6 hours of University Requirements English 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.); Pass all three sections of the Texas Higher Education Assessment (THEA) test, with a score on the reading section of 260 or higher, a score on the math section of 230 or higher and a score on the writing section of 240 or higher; Students may retake the THEA once if the required level is not earned in the first administration. Acceptance of scores from a third administration of the THEA are subject to review by the Teacher Education Admissions Committee; Successfully complete (C or better) EDUC 211 - Educational Foundations and Multicultural Perspectives; Successfully complete first submission of the Teacher Education E-portfolio as described in the ACU Teacher Education Student Handbook; A declared major that includes certification; Receive approval from the Teacher Education Admissions and Review Committee. An interview with the committee may be required. 	
English Language Proficiency Requirement for International Students: International students with primary languages other than English must demonstrate English language proficiency by the following: Obtain an official TOEFL score of at least 600 (computer-based score of 250, iBT of 100). 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). Approval to take Education Block classes (411/412 and 431/432) and to enroll in student teaching must be obtained from the Teacher Education Admissions and Review Committee before enrolling in those classes.	
Additional requirements for maintaining program admission status:	
<ol style="list-style-type: none"> 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. A grade of C or better is required for all majors courses. Junior and senior transfer students must take the THEA and be admitted to the Teacher Education Program during their first semester at Abilene Christian University to continue in professional education course work. Arrangements to take the THEA should be made as quickly as possible by contacting the Office of Career and Academic Development. 	
Note: A candidate who does not have an overall GPA of 2.75 or higher may be conditionally admitted to the program if all other admissions criteria are met and if all of the following are true:	
<ol style="list-style-type: none"> An overall GPA of 2.75 or higher in the last 60 hours A GPA of 2.75 in the teaching content field No university disciplinary actions filed – academic or otherwise 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

OTHER GRADUATION REQUIREMENTS

Pass the piano proficiency exam, sophomore proficiency exam and present a senior recital.	
Minimum grade for MUSE 332 and 333	C
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 38).

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	2

Music Specialization Skills

MUSE 334 Beginning Conducting	2
Musicology	
MUSM 131 Music in World Cultures	(2) ¹
MUSM 132 Music Literature	(1) ¹ /1
MUSM 432 Music History II: 1750 to the Present	3
MUSM 449 Capstone Seminar in Music History and Theory	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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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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Note: Piano majors may use four semesters of piano ensemble for performance ensemble.

TOTAL

Arrange selections to ensure ≥ 33 advanced hours.

¹Hours (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 (writing-intensive course)	(3) ¹
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TOTAL

¹ Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
ELECTIVES	
Electives	6
TOTAL MAJOR HOURS	74
OTHER GRADUATION REQUIREMENTS	
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	130
<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 38).		
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	2	
Music Specialization Skills		
MUSE 334 Beginning Conducting	2	
Musicology		
MUSM 131 Music in World Cultures	(2) ¹	
MUSM 132 Music Literature	(1) ¹ /1	
MUSM 432 Music History II: 1750 to the Present	3	
MUSM 449 Capstone Seminar in Music History and Theory	1	
Recital Seminar		
Eight semesters, credit or non-credit	0	
Performance Ensemble		
Each semester (except during Student Teaching), credit or non-credit.....	0	
VOCAL CONCENTRATION		
Major concentration (major lessons)		
MPVM	24	
Minor Concentration (non-major lessons)		4
Concepts of Vocal Performance		
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 301 Opera Workshop	0	
TOTAL	66	
Arrange selections to ensure ≥33 advanced hours.		
¹ 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 (writing-intensive course)	(3) ¹
TOTAL	0
¹ Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
ELECTIVES	
Electives	6
TOTAL MAJOR HOURS	72
OTHER GRADUATION REQUIREMENTS	
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
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

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
<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
Choose 6 hours from:	6
MUSE 334, 335, 336	
MUSM 331, 431, 432, 439	
TOTAL	22
<i>Completion of MUSM 131 and 132 satisfies university requirement.</i>	

Course Descriptions

Please see the *Course Descriptions* section of this catalog (page 172). 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, MUST, MUVV.

Note: Some courses are offered less than once a year. Failure to complete these courses when they are offered may delay graduation.

Political Science

Neal Coates, *Chair*
 ACU Box 29143
 Abilene, Texas 79699-9143
 Hardin Administration Building, Room 220

Phone: 325-674-2095
 Fax: 325-674-6962
 Email: coatesn@acu.edu
 Web: www.acu.edu/politicalscience

Faculty

Neal Coates, *Professor*
 David Dillman, *Professor*
 Mel Hailey, *Professor*
 Kelly Knight, *Instructor*

Majors: Political Science (BA)
 Political Science with Concentration in International
 Relations and Comparative Politics (BA)
 Political Science with an emphasis in Criminal Justice

Minor: Political Science
 Criminal Justice
 Sociology

The Department of Political Science offers the Bachelor of Arts degree in Political Science. 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. A minor in Political Science may be added to other majors. The Department also offers a minor in Criminal Justice.

Introduction

The purpose of the Department of Political Science is to help students understand domestic and international politics and to prepare them for informed and active participation in the political arena and public service.

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. Students are eligible for up to 6 hours credit in this program.
- **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.
- **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, 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 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 (BA)

Admission Requirements

Before being admitted to the Bachelor of Arts in political science program, a student must satisfy the requirements listed in the *ACT/SAT Placement Information* section of this catalog (page 20).

POLITICAL SCIENCE (BA)

BA: POLITICAL SCIENCE DEGREE PLAN (POLS)

UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog (page 38).

MAJOR REQUIREMENTS

Non-Advanced Course Work

POLS 225 National Government.....(3)¹
 POLS 226 States and Federal System *or*
 POLS 227 Introduction to International Relations 3

Advanced Course Selections

American (choose two 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

Public Administration (choose one course): 3

POLS 395 Public Administration (recommended)
 POLS 494 Public Administration Management
 POLS 497 Topics in Public Administration

International Relations (choose one course): 3

POLS 481 International Relations Theory
 POLS 484 International Law and Organization
 POLS 485 International Political Economy
 POLS 487 Terrorism Studies
 POLS 488 Topics in International Politics
 POLS 489 International Relations and Christianity

Comparative Politics (choose one 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

Political Theory (choose two courses): 6

POLS 393 Peace, Power, and Politics
 POLS 490 Early Political Theory
 POLS 491 Recent Political Theory
 POLS 492 American Political Thought (writing-intensive course)
 POLS 493 Topics in Contemporary Political Thought (writing intensive course)

Public Law (choose one course): 3

POLS 384 American Judicial Process
 POLS 431 Constitutional Law: Powers
 POLS 432 Constitutional Law: Civil Rights
 POLS 492 American Political Thought (writing-intensive course)
 POLS 493 Topics in Contemporary Political Thought (writing intensive course)

Research Methods

POLS 315 Research Methods *or*
 SOCI 415 Social Research (writing-intensive course) 3
 Advanced POLS Selection 3
 Political Science Capstone Course (writing-intensive course) 3

TOTAL **36**

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

SUPPLEMENT FOR MAJOR

BIBP 486 Ethics (3)¹
 ECON 260 Macroeconomics (3)¹
 ECON 261 Microeconomics 3
 FLFR, FLGE, FLLA, FLSP 221, 222 6

Sophomore Literature	3
TOTAL	12
¹ Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
ELECTIVES	
Minimum	24
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
<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 38).	
MAJOR REQUIREMENTS	
Non-Advanced Course Work	
POLS 225 National Government	(3) ¹
POLS 227 Intro to International Relations	3
Advanced Course Selections	
American (choose one course):	
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	
Public Administration	
POLS 395 Public Administration	3
International Relations	
POLS 481 International Relations Theory	3
Choose two courses:	6
POLS 484 International Law and Organization	
POLS 485 International Political Economy	
POLS 487 Terrorism Studies	
POLS 488 Topics in International Politics	
POLS 489 International Relations and Christianity	
Comparative Politics	
POLS 344 Comparative Politics	3
Choose two 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	
Political Theory (choose one course):	
POLS 393 Peace, Power, and Politics	
POLS 490 Early Political Theory	
POLS 491 Recent Political Theory	
POLS 492 American Political Thought (writing-intensive course)	
POLS 493 Topics in Contemporary Political Thought (writing-intensive course)	

Public Law (choose one course):	3
POLS 384 American Judicial Process	
POLS 431 Constitutional Law: Powers	
POLS 432 Constitutional Law: Civil Rights	
Research Methods	
POLS 315 Research Methods <i>or</i>	
SOCI 415 Social Research (writing-intensive course)	3
ACU Study Abroad Program Participation	
Political Science Capstone Course (writing intensive)	3
TOTAL	39
¹ Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	

SUPPLEMENT FOR MAJOR	
Bible	
BIBP 486 Ethics	(3) ¹
Economics	
ECON 260 Macroeconomics	(3) ¹
ECON 261 Microeconomics	3
English	
Sophomore Literature	3
Foreign Language	
FLFR, FLGE, FLLA, or FLSP 221, 222	6
Choose two courses: FLFR, FLSP 300-499	6
TOTAL	18
¹ Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	

ELECTIVES	
Minimum	15
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
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

POLITICAL SCIENCE (BS) (Criminal Justice Emphasis)

BA: POLITICAL SCIENCE (CRIMINAL JUSTICE EMPHASIS) (POLC)	
UNIVERSITY REQUIREMENTS	
Please see the University Requirements section of this catalog (page 38).	
MAJOR REQUIREMENTS	
Non-Advanced Course Work	
SOCI 111 Introduction to Sociology.....	(3) ¹
SOCI 205 Introduction to Criminal Justice	3
SOCI 222 Social Problems.....	3
SOCI 355 Social Deviance.....	3
SOCI 388 Crime and Delinquency.....	3
SOCI 410 The Sociology of Social Control and Law	3
SOCI 415 Social Research (writing-intensive)	3
SOCI 416 Social Statistics	3
SOCI 442 Cultural Diversity	3
SOCI 460 Ethics and Social Issues	6
SOCI 480 Inequality and Social Justice	3
SOCI 498 Sociological Practice I.....	3
Social Work/Psychology	
PSYC 382 Abnormal Psychology	3
Political Science	
POLS 384 American Judicial Process	3

POLS 431 Constitutional Law: Powers <i>or</i>	
POLS 432 Constitutional Law: Civil Rights.....	3
POLS 357 West European Politics	
POLS 358 CIS and East European Politics	
TOTAL	42
¹ Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
ELECTIVES	
Minimum	30
TOTAL MAJOR HOURS	72
OTHER GRADUATION REQUIREMENTS	
Statement of professional competence from internship sponsor	
Exit interview	
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.

MINOR: POLITICAL SCIENCE (POLS)

POLS 100-499	6
POLS 300-499	12
TOTAL	18

Minor in Criminal Justice

MINOR: CRIMINAL JUSTICE (POLC)

SOCI 205 Introduction to Criminal Justice	3
SOCI 355 Social Deviance	3
SOCI 388 Crime and Delinquency	3
SOCI 410 Sociology of Social Control and Law	3
SOCI 415 Social Research (writing-intensive course)	3
SOCI 442 Cultural Diversity	3
TOTAL	18

Minor in Sociology

MINOR: SOCIOLOGY

SOCI 111 Introduction to Sociology	3
SOCI 385 Social Theory	3
SOCI 415 Social Research (writing-intensive course)	3
Choose from SOCI 300-499	9
TOTAL	18

Course Descriptions

Please see the *Course Descriptions* section of this catalog (page 172). Courses offered by the Department of Political Science include those with the following designation: POLS, SOCI.

Psychology

Richard Beck, *Chair*
ACU Box 28011
Abilene, Texas 79699-8011
Chambers Hall, Room 210

Phone: 325-674-2310
Fax: 325-674-6968
Email: psycinfo@acu.edu
Web: www.acu.edu/psychology

Faculty

Stephen H. Allison, *Professor*
Richard Beck, *Professor*
John H. Casada, *Associate Professor*
Cherisse Flanagan, *Instructor*
Billy Jones, *Professor*
David McNulty, *Associate Professor and Director ACU Psychology Clinic*
Robert McKelvain, *Professor*
Larry Norsworthy, *Professor*
T. Scott Perkins, *Professor*
Jennifer Shewmaker, *Associate Professor*
Rachel Team, *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 School* section of this catalog (page 138).

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.

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 20).

PSYCHOLOGY (BS)

BS: PSYCHOLOGY DEGREE PLAN (PSYC)

UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog (page 38).

MAJOR REQUIREMENTS

Psychology

PSYC 120 Introduction to Psychology	(3) ¹
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	4
PSYC 493 History of Theories in Psychology (writing-intensive course)	3
Psychology selections (PSYC 201, 301, 401, 278, 305, 311, 342, 372, 373, 374, 376, 388, 392, 471, 487, 499)	9

Science

BIOL 101 Biology: Human Perspective	(3) ¹
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TOTAL **41**

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

ELECTIVES

Minimum 31

TOTAL MAJOR HOURS **72**

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.*

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	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	3

TOTAL **22**

Course Descriptions

Please see the *Course Descriptions* section of this catalog (page 172). Courses offered by the Department of Psychology include those with the following designation: PSYC.

Professional Career Track

The Department of Psychology offers to highly-capable and motivated students the opportunity to participate in the Professional Career Track. The Professional Career Track includes intensive professional mentoring, special summer opportunities in psychological research, and a cross-cultural, international learning experience.

Minor 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	3
PSYC 100-499	6
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	3
PSYC 373 Characteristics and Needs of Exceptional Children or 376 Psychology of Mental Retardation.....	3

TOTAL **18**

Theatre

Adam Hester, *Chair*
 ACU Box 27843
 Abilene, Texas 79699-7843
 Williams Performing Arts Center, Room 123

Phone: 325-674-4892
 Fax: 325-674-6887
 Email: theatre@acu.edu
 Web: www.acu.edu/theatre

Faculty

Dawne Swearingen, *Assistant Professor*
 Sandy Freeman, *Associate Professor*
 Kari Hatfield, *Assistant Professor*
 Adam Hester, *Professor*
 Gary Varner, *Professor*

Majors: Theatre (BFA)

Minor: Theatre

The Department of Theatre offers six areas of concentration within the Bachelor of Fine Arts in theatre: 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.

Introduction

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.

The Department of Theatre accepts up to 12 freshmen each year through interviews. In addition, actors are required to audition while designers/technicians present their portfolios. Transfers or current students wishing to change to a major in theatre must also audition/interview. Those students are accepted as space becomes available. A three-year commitment is generally required from transfer students. The department has capped the number of majors in the program. The freshman year is considered a probationary year. Students are evaluated at the end of the year and must complete barriers to continue in the major. Contact the department directly for audition/interview dates.

This ACU program is highly competitive with larger universities because it offers its students greater opportunities in securing a wide variety of roles or design opportunities resulting in an impressive résumé upon graduation. Emphasis is placed on the Christian viewpoint as it relates to contemporary theatre. ACU Theatre graduates compete well in national 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. The department brings in agents from New York to view the senior showcase each year, and students in the performance tracks are encouraged to spend their final semester studying with Broadway professionals at the Tepper Semester in NYC. In addition, casting agents and directors from regional theatres audition ACU Theatre students throughout the year and hold workshops in various techniques.

Students may focus in the following tracks: acting, directing, musical theatre, design/technical, educational theatre or theatre ministry. The technical curriculum provides hands-on experience in all phases of backstage work. The practicum program offers a well-rounded knowledge of theatre crafts.

The ACU Theatre makes use of several performance spaces. The Williams Performing Arts Center (WPAC) employs state-of-the-art equipment in lighting, sound and staging. The WPAC has two performance areas: the Fulks Theatre, a 300-seat thrust theatre, and the Culp Theatre, an intimate multi-form space. The ACU Theatre also produces large-scale musicals in the Abilene Civic Center, a 2200-seat proscenium theatre. The Abilene Shakespeare Festival is produced each summer through the Department of Theatre.

Departmental guidelines, expectations and barriers are listed in the ACU Theatre Online Student Handbook.

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 this program, a student must satisfy the requirements listed in the *ACT/SAT Placement Information* section of this catalog (page 20) and complete an audition and interview.

Bachelor of Fine Arts Degree (BFA)

The BFA is a studio-intense course of study designed for students with a strong commitment to a professional career as actors, designers, directors, teachers, or in theatre ministry. The student will be admitted to a major concentration from the following tracks: acting, design and technical theatre, directing, musical theatre, educational theatre, or theatre ministry. Those who are admitted to the BFA degree plan are expected to exhibit a high level of competence and motivation. Professional employment or graduate study should be a part of the future plans of the student pursuing a career in theatre. Students in the educational theatre track will be certified to teach upon graduation.

THEATRE DEGREE AND TRACKS

Majors in theatre may concentrate in one of six program tracks. The following schedules include only required theatre or theatre-related courses. All majors (except those in the design/tech track) are required to audition for the season during the academic year. All majors complete seven practicum units of crew work cycling students through various crew responsibilities.

BFA: THEATRE DEGREE PLAN (THEA)	
UNIVERSITY REQUIREMENTS	
Please see the University Requirements section of this catalog (page 38).	
MAJOR REQUIREMENTS	
Theatre Core	
THEA 101 The Transforming Artist: Orientation	1
THEA 137 Theatre Workshop: Technical (7 units)	7
THEA 220 Introduction to Theatre	(3) ¹
THEA 226 Beginning Acting	3
THEA 227 Introduction to Technical Theatre	3
THEA 230 Fashion History	3
THEA 454 Beginning Directing	3
THEA 469 Stage Makeup	3
THEA 480 Arts and Culture: A Christian Aesthetic (capstone).....	3
THEA 495 History of Theatre I (writing-intensive course).....	3
THEA 496 History of Theatre II	3
TOTAL	32
¹ Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
TRACK REQUIREMENTS	
Acting (THAC)	
THEA 320 Voice and Diction for the Stage	3

THEA 321 Movement for the Stage	3
THEA 325 Intermediate Acting	3
THEA 327 Improvisational Acting	3
THEA 350 Acting in Period Styles	3
THEA 353 Stanislavski/Method Acting	3
THEA 455 Advanced Acting	3
THEA 456 Auditioning	3
Voice: MPVN 211/411 <i>or</i> THEA 211/411	2
Total	26
Design/Technical (THDT)	
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 from: ART, DSGN or spec. topic/guided study THEA	9
Total	24
Directing (THDI)	
THEA 320 Voice and Diction for the Stage	3
THEA 321 Movement for the Stage	3
THEA 325 Intermediate Acting	3
THEA 330 Theatre Management	3
THEA 353 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
Total	27
Musical Theatre (THMT)	
THEA 221, 222, 223, 224, 421, 422, 423, 424 Dance (Choose 6,one may be used for PEAC credit)	(1) ¹ /5
THEA 320 Voice and Diction for the Stage	3
THEA 321 Movement for the Stage	3
THEA 325 Intermediate Acting	3
THEA 327 Improvisational Acting	3
THEA 350 Acting in Period Styles <i>or</i> THEA 455 Advanced Acting	3
THEA 353 Stanislavski/Method Acting	3
THEA 360 Musical Theatre Directing Workshop	3
THEA 456 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 211/411	4
Total	36
Theatre Ministry (THMN)	
THEA 320 Voice and Diction for the Stage	3
THEA 325 Intermediate Acting	3
THEA 327 Improvisational Acting	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
6 hours of Philosophy or advanced Bible courses	6
Total	30
Theatre for Teacher Certification (THED) (minimum GPA 2.75)	
THEA 320 Voice and Diction for the Stage	3
THEA 325 Intermediate Acting	3
THEA 327 Improvisational Acting	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
Professional Education Requirements	
EDUC 211 Educational Foundations and Multicultural Perspectives	3
EDUC 221 Educational Psychology.....	(3) ¹

EDUC 413 Professional Practice	2
EDUC 490 Student Teaching.....	6
EDUC 433 Introduction to the Reading Process	1
SPED 371 Teaching Students with Special Needs	3
Total	36

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

ELECTIVES

Areas of Emphasis	
Acting	14
Design/Technical	16
Directing	13
Musical Theatre	4
Teacher Certification.....	4
Theatre Ministry	4

TOTAL MAJOR HOURS	56-68
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CRITERIA FOR ADMISSION TO 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 12 hours in the candidate's chosen content field;
4. Have a minimum Grade Point Average (GPA) of 2.75 (2.75 or higher in the content field);
5. Complete 6 hours of University Requirements English 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. Pass all three sections of the Texas Higher Education Assessment (THEA) test, with a score on the reading section of 260 or higher, a score on the math section of 230 or higher and a score on the writing section of 240 or higher; Students may retake the THEA once if the required level is not earned in the first administration. Acceptance of scores from a third administration of the THEA are subject to review by the Teacher Education Admissions Committee;
7. Successfully complete (C or better) EDUC 211 - Educational Foundations and Multicultural Perspectives;
8. Successfully complete first submission of the Teacher Education E-portfolio as described in the ACU Teacher Education Student Handbook;
9. A declared major that includes certification;
10. Receive approval from the Teacher Education Admissions and Review Committee. An interview with the committee may be required.

English Language Proficiency Requirement for International Students: International students with primary languages other than English must demonstrate English language proficiency by the following:

Obtain an official TOEFL score of at least 600 (computer-based score of 250, iBT of 100).

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). Approval to take Education Block classes (411/412 and 431/432) and to enroll in student teaching must be obtained from the Teacher Education Admissions and Review Committee before enrolling in those classes.

Additional requirements for maintaining program admission status:

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.
2. A grade of C or better is required for all majors courses.
3. Junior and senior transfer students must take the THEA and be admitted to the Teacher Education Program during their first semester at Abilene Christian University to continue in professional education course work. Arrangements to take the THEA should be made as quickly as possible by contacting the Office of Career and Academic Development.

Note:

A candidate who does not have an overall GPA of 2.75 or higher **may** be conditionally 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
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

OTHER GRADUATION REQUIREMENTS

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

*Courses numbered 0** do not count in minimum hours required for degree.*

Minor in Theatre

MINOR: THEATRE (THEA)

THEA 137 Theatre Workshop: Technical (3 units)	3
THEA 220 Introduction to Theatre	3
THEA 226 Beginning Acting <i>or</i>	
THEA 227 Introduction to Technical Theatre	3
THEA 300-499	9
TOTAL	18

Course Descriptions

Please see the *Course Descriptions* section of this catalog (page 172). Courses offered by the Department of Theatre include those with the following designation: THEA.

College of Biblical Studies

Ken Cukrowski, *Interim 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: jack.reese@bible.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 has two nationally-recognized graduate programs, the Graduate School of Theology and Marriage

and Family Therapy, offering several master's degrees, the Doctor of Ministry, as well as certificate programs. The faculty make a significant contribution to the academic and spiritual growth and development of the students. See the *Graduate School* and the *Graduate School of Theology* sections of this catalog for more information (pages 138 & 164).

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, demonstrating that it has met certain sound academic standards. Approved schools must conduct an academic program covering at least two years of full-time study.

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 48 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 12 hours
2. Advanced Bible – up to 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 two and one-half years of courses in Bible (15 hours), with two full years in a 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, and 211), 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 psychological tests.
5. *Electives.* Courses numbered 0** do not count as electives or toward graduation. Electives may include deficiency requirements in science.

Bible, Missions and Ministry

Rodney Ashlock, *Chair*
 ACU Box 29411
 Abilene, Texas 79699-9411
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 Email: ashlock@bible.acu.edu
 Web: www.acu.edu/cbs.html

Faculty

Rodney Ashlock, *Assistant Professor*
 Sonny Guild, *Assistant Professor*
 Randall Harris, *Instructor*
 Houston Heflin, *Assistant Professor*
 Christopher Hutson, *Associate Professor*
 Stephen Johnson, *Assistant Professor*
 David Kneip, *Instructor*
 Victor McCracken, *Assistant Professor*
 Curt Niccum, *Associate Professor*
 Robert Oglesby, *Instructor*
 Glenn Pemberton, *Associate Professor*
 Jeanene Reese, *Associate Professor*
 Jerry Taylor, *Associate Professor*
 Trevor Thompson, *Instructor*
 Wendell Willis, *Professor*

Missions Coordinators

Gary Green, *Latin America*
 Larry Henderson, *Asia*
 P. Kent Smith, *North America*

Majors: Bible & Ministry (BA)
 Vocational Ministry (BA)

Minors: Bible, Missions and Ministry

Certificates: Missions
 Vocational Ministry

Introduction

The Department of Bible, Missions and Ministry offers the Bachelor of Arts degree with majors in biblical text, Christian ministry, ministry to children and families, vocational missions, domestic and foreign missions, worship ministry and youth and family ministry. In addition to these degrees, a minor in Bible, missions and ministry, and certificates in vocational ministry and missions are 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

The following criteria are necessary for admission to a program

leading to a degree offered by the Department of Bible, Missions and Ministry. For an application and further information, visit the Department of Bible, Missions and Ministry.

1. Junior standing (60 credit hours).
2. A grade of "C" or better in each lower-level Bible course (BIBL 101, 102, and 221).
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. Note that this requirement presumes the successful completion of the first-year Greek.
6. Recommendations (2):
 - One from an elder or minister of your home congregation.
 - One from 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.
10. Approval by the admission committee.

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)

BA: BIBLE & MINISTRY (BBMN)	
UNIVERSITY REQUIREMENTS	
Please see the University Requirements section of this catalog (page 38).	
MAJOR REQUIREMENTS	
Greek	
BGRK 221 New Testament Greek for Beginners I.....	3
BGRK 222 New Testament Greek for Beginners II.....	3
Foreign Language (BA)	
BGRK 331 Elementary Greek Readings I or FL_221	3
BGRK 332 Elementary Greek Readings II or FL_222.....	3
English (BA)	
Sophomore literature	3
Missions	
BMIS 371 Religion in Global Contexts <i>or</i>	
BMIS 420 Gospel in a Multi-Cultural World.....	3
Church History	
BIBH 380 Survey of Church History, BIBH 383 Restoration	
History, <i>or</i> BIBH 432 Story of Christian Spirituality.....	3
Ministry	
BIBM 493 Preaching	3
Theology	
BIBT 379 The Church <i>or</i> BIBT 491 Theology	3
Biblical Interpretation	
BIBL 320 Introduction to Biblical Interpretation.....	3
Biblical Text	
BIBL 365, 451, 452, 453, 454, 458, 460, 461, BGRK 411, 412	
<i>or</i> BHEB 472.....	3
Capstone	
BIBM 391 Ministry in Context and BIBM 491 Senior Capstone	
Experience (writing-intensive course)	6
TOTAL	39
¹ Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	

CONCENTRATIONS	
Biblical Text (BIBL)	
Choose 12 hours from: BIBL 365, 451, 458, 452, 453, or 454 (non-duplicative).....	12
Biblical Languages (BLAN)	
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
Youth & Family Ministry (BYFM)	
BIBM 340 Foundations of Youth Ministry BIBM 341 Youth Ministry Design, BIBM 435 Adolescent Spiritual Formation, BIBM 442 Leadership of Youth and Family.....	12
Missions (BMIS)	
Choose 12 hours from: BMIS 240 Living the Mission, BMIS 245 Understanding Culture for Global Service, BMIS 421 Missions as Spiritual Formation, BMIS 371 Religion in Global Contexts, or BMIS 420 Gospel in a Multi-Cultural World (non-duplicative)	12
ELECTIVES	
Minimum.....	21
OTHER GRADUATION REQUIREMENTS	
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>	

VOCATIONAL MINISTRY (BA)

BA: VOCATIONAL MINISTRY (BVMM)	
UNIVERSITY REQUIREMENTS	
Please see the University Requirements section of this catalog (page 38).	
MAJOR REQUIREMENTS	
Greek	
BGRK 221 New Testament Greek for Beginners I.....	3
BGRK 222 New Testament Greek for Beginners II	3
Foreign Language (BA)	
BGRK 331 Elementary Greek Readings I or FL_221	3
BGRK 332 Elementary Greek Readings II or FL_222.....	3
English (BA)	
Sophomore literature	3
Ministry	
BIBM 493 Preaching.....	3
Theology	
BIBT 379 The Church or BIBT 491 Theology.....	3
Biblical Interpretation	
BIBL 320 Introduction to Biblical Interpretation	3
Capstone	
BIBM 391 Ministry in Context and BIBM 491 Senior Capstone Experience (writing-intensive course)	6
TOTAL	30
¹ Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
CONCENTRATION	

Children & Family Ministry(BMCF)	
Choose 12 hours from: BIBM 434, 492, FAM 251, PSYC 392 or SOCI 362.....	12
Concentration Electives	
(9 hours of which must be upper-level in one discipline or related disciplines approved by the department)	21
Vocational Missions (BIVM)	
Choose 12 hours from: BMIS 240, 245, 421, 371 or 420.....	12
Concentration Electives	
(9 hours of which must be upper-level in one discipline or related disciplines approved by the department)	21
Worship (BIBW)	
Choose 12 hours from: BIBM 403, 440, BIBH 432, BIBH 380 or 383.....	12
(must be Minor in Music)	22

ELECTIVES	
Children and Family Ministry and Vocational Ministry.....	9
Worship Ministry	8

OTHER GRADUATION REQUIREMENTS	
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>	

Minors in Bible, Missions and Ministry

The biblical studies and missions minor encourages general education students to take Bible and missions courses that will deepen their knowledge of the Scriptures and make them a more valuable minister or missionary in the Lord’s church. A deeper knowledge of textual matters will enhance the future church worker’s ability to enrich the congregation in which that person ministers.

MINOR: BIBLE, MISSIONS AND MINISTRY (BIMM)

General Education	
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
BCOR 310 God and the Good Life	3
Bible, Missions and Ministry Track Upper-level Selections from:	
Select (300-499) courses in BIBT, BIBP, BIBH, BIBL, BIBM, BMIS.....	12
<i>or</i>	
Missions Track	
BMIS 245 Understanding Culture for Global Service	3
BMIS 371 Religion in Global Contexts	3
BMIS 420 Gospel in a Multi-Cultural World	3
TOTAL	21-24

Certificate in Vocational Ministry

The student must work with their advisor and the Department of Bible, Missions and Ministry advisor to determine the selection to be chosen.

CERTIFICATE: VOCATIONAL MINISTRY (VMIN)

General Education	
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
BCOR 310 God and the Good Life	3

Upper-level textual course	3
Vocational Ministry	
Select (300-499) courses in BIBH, BIBL, BIBM, BMIS	15
TOTAL	30

Certificate in Missions

Both Credit/No-Credit certificates are available to those who major in other areas and desire introductory level proficiency in missions. The Certificate in Missions:

- Is for non-mission majors who wish introductory level proficiency in missions.
- Is not intended to substitute for a missions degree.
- In some cases, can serve as a credential in seeking visas.
- Requires the student work with his or her advisor and the Department of Bible, Missions and Ministry advisor to determine the selection to be chosen.

Note: To establish eligibility for a certificate in missions, a student must maintain a cumulative GPA of 2.6 or higher. Only those courses, including all Bible courses, in which a “C” or higher is earned can be counted toward a credit certificate in missions. Should one later desire to enter ACU’s graduate program in missions and use undergraduate certificate studies as prerequisite leveling courses, a 3.0 GPA on those courses will be required.

CERTIFICATE: MISSIONS (MISS)

General Education

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
BCOR 310 God and the Good Life	3
Upper-level course	3
Missions	
BMIS 240 Living the Mission	3
BMIS 245 Understanding Culture for Global Service	3
BMIS 371 Religion in Global Contexts	3
BMIS 420 Gospel in a Multi-Cultural World <i>or</i>	
BMIS 421 Mission as Spiritual Formation	3
TOTAL	27

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. General education, 14 hours: BIBL 101, 102, 211, 440, and 3 hours upper-level course.
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

Continental interest groups – African Mission Fellowship, Asian Interest Group, European Interest Group, Latin American Missions Partnerships and North American Interest Group inform students about opportunities for missions in specific areas of the work, provide encouragement and offer fellowship. Campaigns are organized and conducted in both foreign and domestic contexts, providing students with valuable experience in evangelism.

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 or certificate program 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.

Course Descriptions

Please see the *Course Descriptions* section of this catalog (page 172). Courses offered by the Department of Bible, Missions and Ministry include those with the following designations: BGRK, BHEB, BIBH, BIBL, BIBM, BIBP, BIBT, BMIS.

Marriage & Family Studies

Jaime Goff, *Chair*
 ACU Box 29439
 Abilene, Texas 79699-9439
 Biblical Studies Building 270
 Phone: 325-674-3778
 Fax: 325-674-3749
 Email: Jaime.goff@acu.edu

Faculty

Dale Bertram, *Professor*
 Sara E. Blakeslee, *Assistant Professor*
 Jaime Goff, *Associate Professor*
 Heidi Morris, *Adjunct Faculty*
 Alan Wages, *Assistant Professor*
 Steve Wages, *Associate Professor*

Majors: Family Studies (BS)
Minors: Family Studies

The Department of Marriage and Family Studies offers the Bachelors of Science degree in Family Studies. A minor in Family Studies may be added to other majors.

The Department also offers the Master of Marriage and Family Therapy. See the Graduate School section of this catalog.

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 Family Studies 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. 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.

Family Studies

The Bachelor of Science Degree in Family Studies 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 Family Studies 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 Family Studies 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.

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.

FAMILY STUDIES (BS)

BS: FAMILY STUDIES DEGREE PLAN (FAM)	
UNIVERSITY REQUIREMENTS	
Please see the University Requirements section of this catalog (page 38).	
MAJOR REQUIREMENTS	
BIBM 413 Seminar in Adolescent Moral/Sexual Issues	3
BIBP 486 Ethics	3
COMS 376 Family Communication	3
FAM 251 Introduction to Family Studies	3
FAM 265 Introduction to Child Development	3
FAM 356 Human Intimacy	3
FAM 432 Family Finances	3
FAM 452 Parenting and Family Skills (writing-intensive course)	3
FAM 453 Family Crises and Resiliency	3

FAM 470 Family Life Education Methodology	3
FAM 495 Family Studies Practicum	3
GERO 352 Adult Development and Aging	3
SOCI 362 Families in Society	3
Other courses required for major:	
FAM 455 Ministry to Fathers	3
TOTAL	42
ELECTIVES	
Minimum	30
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
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

Minor in Family Studies

MINOR: FAMILY STUDIES (FAM)	
COMS 376 Family Communication	3
FAM 251 Introduction to Family Studies	3
FAM 452 Parenting and Family Skills (writing-intensive course)...	3
Family Studies Selection (Choose 9 hours).....	9
FAM 265 Child Development	
FAM 356 Human Intimacy	
FAM 432 Family Finances	
FAM 453 Family Crises and Resiliency	
FAM 454 Aging and the Family	
FAM 455 Ministry to Fathers	
SOCI 362 Families in Society	
TOTAL	18

Course Descriptions

Please see the *Course Descriptions* section of this catalog (page 172). Courses offered by the Department of Bible, Missions and Ministry include those with the following designations: FAM.

College of Business Administration

Richard S. Lytle, *Dean*
 Monty Lynn, *Associate Dean*
 Tim Johnston, *Assistant Dean*

ACU Box 29303
 Abilene, Texas 79699-9303
 Mabee Business Building, Room 140

Phone: 325-674-2245
 Fax: 325-674-2564
 Email: rick.lytle@coba.acu.edu
 Web: 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 business 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 School* section of the catalog.
- The Department of Management Sciences offers the:
 - Bachelor of Business Administration 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 majors outside of business in:
 - Business Administration

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 include:
 - Computing Theory
 - Software Engineering
 - Computer Science and Math 8-12 Teacher Certification
 - Digital Entertainment Technology
 - Information Technology
- Minors in:
 - Computer Science
 - Digital Entertainment Technology
 - Information Technology

See the School of Information Technology and Computing section for additional undergraduate program information.

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 the business school 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:

- Entering ACU with 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 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 course taken within the college.
- Repeating courses: No course offered by the college may be taken more than three times.
- Transfer Credit: At least 50 percent of the credit hours in business must be completed at ACU.

Accounting and Finance

William E. Fowler, *Chair, Program Coordinator for Accounting*
Jonathan Stewart, *Program Coordinator for 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 School* section of this catalog for information on the Master of Accountancy degree (page 144).

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 graduate 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 102).

ACCOUNTING (BBA)

BBA: ACCOUNTING DEGREE PLAN (ACCT)

UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog (page 38).

BUSINESS FOUNDATIONS

Business

ACCT 210 Financial Accounting	3
BUSA 120 Introduction to Business	3
ECON 260 Macroeconomics	(3) ¹
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
MGMT 439 Strategic Management (writing-intensive course)	3
MKTG 320 Principles of Marketing	3
Choose one: BUSA 419, FIN 419, MKTG 419	3

Mathematics

MATH 130, 131, 185, or 186	(3) ¹
----------------------------------	------------------

TOTAL **30**
¹Hours (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 460 Business Law I	3
BLAW 461 Business Law II	3
Choose two courses: Advanced ACCT and/or FIN (300-499)	6

English

ENGL 326 Business and Professional Writing	3
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TOTAL **36**

ELECTIVES

Minimum 6

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.*

FINANCIAL MANAGEMENT (BBA)

BBA: FINANCIAL MANAGEMENT DEGREE PLAN (FIN)

UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog (page 38).

Management Sciences

Don Pope, *Chair*
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 Phone: 325-674-2786
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 Web: www.acu.edu/coba

Faculty
 Jozell Brister, *Associate Professor*
 Orneita Burton, *Assistant Professor*
 Malcolm P. Coco, *Professor*
 C. Brad Crisp, *Associate Professor*
 Ryan K. Jessup, *Assistant Professor*
 Darryl L. Jinkerson, *Associate Professor*
 Andrew Little, *Assistant Professor*
 Jim Litton, *Assistant Professor*
 Monty L. Lynn, *Professor*
 Richard S. Lytle, *Professor*
 Gary D. McCaleb, *Associate Professor*
 Laura C. Phillips, *Assistant Professor*
 Mark H. Phillips, *Associate Professor*
 Don N. Pope, *Associate Professor*
 Brent N. Reeves, *Associate Professor*
 Ian Shepherd, *Associate Professor*
 Phillip D. Vardiman, *Associate 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 only.

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 102).

Minor in Business
 A minor in business is available to non-BBA majors only. Some of the courses in this minor will have prerequisites.

MANAGEMENT (BBA)

BBA: MANAGEMENT DEGREE PLAN (MGMT)
UNIVERSITY REQUIREMENTS

BUSINESS FOUNDATIONS	
Business	
ACCT 210 Financial Accounting	3
BUSA 120 Introduction to Business	3
ECON 260 Macroeconomics	(3) ¹
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
MGMT 439 Strategic Management (writing-intensive course)	3
MKTG 320 Principles of Marketing	3
Choose one: BUSA 419, FIN 419, MKTG 419	3
Mathematics	
MATH 130, 131, 185, or 186	(3) ¹
TOTAL	30
¹ Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
MAJOR REQUIREMENTS	
Financial Management	
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
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
Choose one: BLAW 363, 460 or 461	3
Choose three courses: Advanced ACCT and/or FIN (300-499)	9
English	
ENGL 326 Business and Professional Writing	3
TOTAL	36
ELECTIVES	
Minimum	6
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
<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 172). Courses offered by the Department of Accounting and Finance include those with the following designations: ACCT, FIN, MACC.

Please see the University Requirements section of this catalog (page 38).

BUSINESS FOUNDATIONS

Business

ACCT 210 Financial Accounting	3
BUSA 120 Introduction to Business	3
ECON 260 Macroeconomics	(3) ¹
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
MGMT 439 Strategic Management (writing-intensive course)	3
MKTG 320 Principles of Marketing	3
Choose one: BUSA 419, FIN 419, MKTG 419	3

Mathematics

MATH 130, 131, 185, or 186	(3) ¹
----------------------------------	------------------

TOTAL **30**

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

MANAGEMENT CORE

ACCT 211 Managerial Accounting <i>or</i>	
ACCT 302 Cost Accounting I	3
BLAW 363 Legal Environment of Business	3
IS 324 Management Information Systems	3
MGMT 345 Introduction to Management Science	3
Choose four courses: Advanced business selections (BUSA 435 or MGMT 335; MGMT 305; MGMT 332; MGMT 342 or 452; MGMT 499)	12
TOTAL	24

MANAGEMENT EMPHASES (CHOOSE ONE)

Business Leadership (BL)

Choose two or three courses: (3 hours may meet MGMT core).....(3)/6

BUSA 435 Christian Business Leadership Perspectives	
MGMT 335 Leadership in Organizations	
MGMT 459 Project Management	

Choose zero or one courses: 0-3

COMS 421 Leadership and Communication	
PSYC 388 Teams and Team Leadership	

TOTAL **6**

Human Resource Management (HR)

MGMT 332 Human Resources Management (may meet MGMT Core)(3)

Choose two 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	

TOTAL **6**

Business Process Management (BP)

Choose two courses: (3 hours may meet MGMT Core)(3)/3

MGMT 342 Total Quality Management	
MGMT 452 Logistics and Supply Chain Management	
MGMT 459 Project Management	

Choose one course: 3

IS 405 System Analysis and Design	
IS 410 Enterprise Resource Planning Systems	

TOTAL **6**

Entrepreneurship and Philanthropy (EP)

MGMT 305 Foundations of Entrepreneurship	
MGMT 430 Entrepreneurial Venture Management	
MGMT 432 Launching the Venture	

TOTAL **9**

Advanced business or business concentration or support field
(advanced selections from same non-business prefix)..... 6

TOTAL **15**

ELECTIVES

Minimum 6

TOTAL MAJOR HOURS **72**

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

*Courses numbered 0** do not count in minimum hours required for degree.*

MARKETING (BBA)

BBA: MARKETING DEGREE PLAN (MKTG)

UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog (page 38).

BUSINESS FOUNDATIONS

Business

ACCT 210 Financial Accounting	3
BUSA 120 Introduction to Business	3
ECON 260 Macroeconomics	(3) ¹
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
MGMT 439 Strategic Management (writing-intensive course)	3
MKTG 320 Principles of Marketing	3
Choose one: BUSA 419, FIN 419, MKTG 419	3

Mathematics

MATH 130, 131, 185, or 186..... (3)¹

TOTAL **30**

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

MAJOR REQUIREMENTS

ACCT 211 Managerial Accounting <i>or</i>	
ACCT 302 Cost Accounting I	3
BLAW 363 Legal Environment of Business	3
IS 324 Management Information Systems	3
MKTG 341 Marketing Research	3
MKTG 342 Consumer Behavior	3
MKTG 495 Marketing Strategy	3
Choose three courses: Advanced MKTG or JMC 390, 391	9
Advanced business or business concentration or support field	9
TOTAL	36

ELECTIVES

Minimum 6

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.*

INFORMATION SYSTEMS (BBA)

BBA: INFORMATION SYSTEMS DEGREE PLAN (IS)

UNIVERSITY REQUIREMENTS	
Please see the University Requirements section of this catalog (page 38).	
BUSINESS FOUNDATIONS	
Business	
ACCT 210 Financial Accounting	3
BUSA 120 Introduction to Business	3
ECON 260 Macroeconomics	(3) ¹
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
MGMT 439 Strategic Management (writing-intensive course)	3
MKTG 320 Principles of Marketing	3
Choose one: BUSA 419, FIN 419, MKTG 419	3
Mathematics	
MATH 130, 131, 185, or 186	(3) ¹
TOTAL	30
¹ Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
MAJOR REQUIREMENTS	
ACCT 211 Managerial Accounting <i>or</i>	
ACCT 302 Cost Accounting I	3
BLAW 363 Legal Environment of Business	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
Selections (choose one course):	3
IS 430 Management of Information and Technology Resources	
MGMT 459 Project Management	
Selections (choose one courses):	3
IS 330 Business Geographic Information Systems	
IS 342 Business Decision Support Systems	
IS 415 E-Commerce	
IS 432 Data Mining	
IT 310 Introduction to Computer and Information Security	
Advanced Electives (business, CS, or IT).....	3
TOTAL	36
ELECTIVES	
Minimum	6
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
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

Business Leadership (BL)

Choose 6-9 hours from: BUSA 435, MGMT 335, MGMT 459 .. 6-9
 Choose 0-3 hours from: COMS 421, PSYC 388.....0-3

Business Process Management (BP)

Choose 6 hours from: MGMT 342, MGMT 452, MGMT 4596
 Choose 3 hours from: IS 405, IS 410

Entrepreneurship and Philanthropy (EP)

MGMT 305 Foundations of Entrepreneurship3
 MGMT 430 Entrepreneurial Venture Management3
 MGMT 432 Launching the Venture.....3

Human Resource Management (HR)

MGMT 332 Human Resource Management3
 Choose 6 hours from: MGMT 337, 373, 375, 447

International Business (BAIB)

Choose 6 or 9 hours from: BUSA 419, ECON 438, FIN 419, MKTG 4196-9
 Choose 0 to 3 hours from: Any INTS course or 3 hours of spoken foreign language (FLXX), excluding Latin0-3

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)

TOTAL

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 172). Courses offered by the Department of Management Sciences include those with the following designations: BLAW, BUSA, ECON, IS, MGMT, MKTG.

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 435

School of Information Technology and Computing

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Faculty

Brian Burton, *Assistant Professor*
Orneita Burton, *Assistant Professor*
Robert R. Byrd, *Associate Professor*
C. Brad Crisp, *Associate Professor*
John Homer, *Assistant Professor*
Alfandika Nyandoro, *Assistant Professor*
Raymond Pettit, *Instructor*
Brent Reeves, *Associate Professor*
Dwayne Towell, *Assistant Professor*

Majors: Computer Science (BS)
Computer Science and Math 8-12 Teacher
Certification (BS)
Digital Entertainment Technology (BS)
Information Systems (BBA)*
Information Technology (BS)

Minors: Computer Science
Digital Entertainment Technology
Information Technology

**A collaborative degree offered with the College of Business Administration. See the Department of Management Sciences section of this catalog for details (page 104).*

Introduction

Rapid advances in information technology and computing have led to dramatic changes in society and in the global economy. Computer- and technology-related 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 – also known as the iSchool – 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 iSchool offers four Bachelor of Science programs:

- The computer science major includes two optional concentrations: computing theory and software engineering. The computing theory concentration prepares students for careers in technical or scientific computing and provides the

foundation for graduate training, and the software engineering concentration is focused on programming and software applications.

- The computer science-math education (8-12 certification) major prepares teachers to certify in math and computer science at the high school level.
- The digital entertainment technology major prepares students to enter the game development field as level designers, technical artists or graphic artists, while learning the fundamentals of all the types of software used in developing games--from concept to publishing.
- The information technology major is centered on the development, implementation and administration of physical hardware, software, and communications systems and infrastructure. Designed to be interdisciplinary in nature, this major requires a set of core technology courses, a number of elective courses that allow students to pursue their particular information technology interests, and additional electives in a second field of application that the student can use to customize his/her career direction.

The iSchool cooperates with other departments in the College of Business Administration to offer a Bachelor of Business Administration degree in information systems. This major is available for individuals who want to focus on the development and management of strategic information and technology resources that support business functions and initiatives. See additional information in the catalog section for the Department of Management Sciences.

The iSchool also offers minors in computer science, digital entertainment technology, and information technology.

Accelerated Master of Science in Computer Science

Students with an undergraduate major in computer science may pursue an accelerated master’s degree in computer science at Texas Tech University. Through an alliance between the two universities, qualified students may complete both a Bachelor of Science in computer science at Abilene Christian University and a Master of Science in computer science at Texas Tech University in five years. A total of 152 semester hours are required for the combined program. Interested students must declare their intentions early in their academic careers and maintain regular communications with their academic advisors.

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 iSchool 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 iSchool sponsors student chapters of the Association for Computing Machinery (ACM) and the Association for Information Systems (AIS). Students may also be eligible for membership in Upsilon Pi Epsilon (UPE), the honor society for computing professionals. Each year, teams of iSchool students participate in the International Collegiate Programming Contest, and ACU regularly

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 Competition, and 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. 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 20).

COMPUTER SCIENCE (BS)

BS: COMPUTER SCIENCE DEGREE PLAN (CS)

UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog (page 38).

MAJOR REQUIREMENTS

Computer Science

CS 111 Introduction to Computer Science	1
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 352 Programming Languages	3
CS 355 Compiler Construction.....	3
CS 356 Operating Systems	3
CS 374 Software Engineering	3
CS 495 Computer Science Senior Seminar (writing-intensive course)	3
Advanced CS/IT selections (including IS 405 and PHYS 342/343) (300-499).....	17

Students may optionally choose one of the following concentrations:

Computer Theory (9 hours)

CS 320 Database Programming and Design
CS 365 Theory of Computation
CS 467 Introduction to Artificial Intelligence

Software Engineering (9 hours)

IT 325 Web Development II
CS 474 Object-Oriented Design
IS 405 Systems Analysis and Design

Information Technology

IT 220 Introduction to Databases and Database Management Systems	3
IT 221 Fundamentals of Networking and Data Communications	3

Science

PHYS 335/336 Introduction to Electronics with Lab	(3) ¹
Social Sciences/Humanities	
PHIL 486 Ethics	(3) ¹
TOTAL	54

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

SUPPLEMENT FOR MAJOR

Mathematics

MATH 185 Calculus I	(3) ¹
MATH 186 Calculus II	3
MATH 227 Discrete Mathematics	3
MATH 325 Linear Algebra	3
MATH 361 Ordinary Differential Equations <i>or</i> MATH 377 Statistical Methods I	3
TOTAL	12

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

ELECTIVES

Open Electives	6
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TOTAL MAJOR HOURS	72
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OTHER GRADUATION REQUIREMENTS

Minimum grade in CS 111, 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

*Courses numbered 0** do not count in minimum hours required for degree.*

COMPUTER SCIENCE AND MATH (8-12 TEACHER CERTIFICATION) (BS)

BS: COMPUTER SCIENCE AND MATH (8-12 TEACHER CERTIFICATION) (CSMT) (BS)

UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog (page 38).

MAJOR REQUIREMENTS

Computer Science

CS 111 Introduction to Computer Science	1
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
CS 495 Senior Seminar (writing-intensive course).....	3
2 course selections from the following options:	6
CS 352 Programming Languages	
CS 355 Compiler Construction	
CS 356 Operating Systems	
CS 374 Software Engineering	

TOTAL	25
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Mathematics

MATH 185 Calculus I.....	(3) ¹
MATH 186 Calculus II	3
MATH 187 Calculus Computer Laboratory	1
MATH 227 Discrete Mathematics	3
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

TOTAL	22
Professional Education Requirements	
EDUC 211 Educ. Found. and Multicultural Perspectives	3
EDUC 221 Educational Psychology	(3) ¹
EDUC 412 Secondary Curriculum and Media	3
EDUC 432 Secondary Management and Methods	3
EDUC 490 Student Teaching	6
READ 322 Reading in Secondary Content Areas	3
SPED 371 Teach. Students w/ Special Needs (writing-intensive)	3
TOTAL	21

ELECTIVES

(minimum).....	6
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Other Required Courses

PHYS 379 Philosophy, Religion and Science.....	(3) ¹
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CRITERIA FOR ADMISSION TO 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 12 hours in the candidate's chosen content field;
4. Have a minimum Grade Point Average (GPA) of 2.75 (2.75 or higher in the content field);
5. Complete 6 hours of University Requirements English 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. Pass all three sections of the Texas Higher Education Assessment (THEA) test, with a score on the reading section of 260 or higher, a score on the math section of 230 or higher and a score on the writing section of 240 or higher; Students may retake the THEA once if the required level is not earned in the first administration. Acceptance of scores from a third administration of the THEA are subject to review by the Teacher Education Admissions Committee;
7. Successfully complete (C or better) EDUC 211 - Educational Foundations and Multicultural Perspectives;
8. Successfully complete first submission of the Teacher Education E-portfolio as described in the ACU Teacher Education Student Handbook;
9. A declared major that includes certification;
10. Receive approval from the Teacher Education Admissions and Review Committee. An interview with the committee may be required.

English Language Proficiency Requirement for International Students: International students with primary languages other than English must demonstrate English language proficiency by the following:

Obtain an official TOEFL score of at least 600 (computer-based score of 250, iBT of 100).

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). Approval to take Education Block classes (411/412 and 431/432) and to enroll in student teaching must be obtained from the Teacher Education Admissions and Review Committee before enrolling in those classes.

Additional requirements for maintaining program admission status:

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.
2. A grade of C or better is required for all majors courses.
3. Junior and senior transfer students must take the THEA and be admitted to the Teacher Education Program during their first semester at Abilene Christian University to continue in professional education course work. Arrangements to take the THEA should be made as quickly as possible by contacting the Office of Career and Academic Development.

Note:

A candidate who does not have an overall GPA of 2.75 or higher **may** be conditionally admitted to the program if **all** other admissions criteria are met

and if **all** of the following are true:

1. An overall GPA of 2.7 or higher in the last 60 hours;
2. A GPA of 2.75 in the teaching content field;
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.

OTHER GRADUATION REQUIREMENTS

Minimum GPA in major	2.75
Minimum GPA for graduation	2.75
Minimum advanced hours	33
Minimum total hours	130
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

DIGITAL ENTERTAINMENT TECHNOLOGY (BS)**BS: DIGITAL ENTERTAINMENT TECHNOLOGY (DET)****UNIVERSITY REQUIREMENTS**

Please see the University Requirements section of this catalog (page 38).

MAJOR REQUIREMENTS

CS 115 Introduction to Programming using Scripting	3
CS 116 Applied Programming with Scripting	3
CS 330 Human Computer Interface.	3
DET 210 Digital Entertainment Technologies I	3
DET 310 Digital Entertainment Technologies II	3
DET 350 Game Development	3
DET 410 Digital Entertainment Technology III (capstone).....	3
IT 225 Web Development I.....	3
TOTAL	24

MAJOR SELECTION OR CONCENTRATION**Choose 12 hours from:**

- ART 351 Typography I
 - ART 352 Typography II
 - ART 454 Information Graphics
 - ART 457 Interactive Design
 - CS 315 Mobile Computing I
 - CS 316 Mobile Computing II
 - IT 220 Introduction to Databases and Database Management Systems
 - IT 325 Web Development II
- or* courses approved by department chair

Digital Design Concentration

- ART 351 Typography I
- ART 352 Typography II
- ART 454 Information Graphics
- ART 457 Interactive Design

Mobile Development Concentration

- CS 315 Mobile Computing I
- CS 316 Mobile Computing II
- IT 220 Introduction to Databases and Database Management Systems
- IT 325 Web Development II

SUPPLEMENT FOR MAJOR

ART 105 Two-Dimensional Design.....	3
ENGL 322 Fiction Workshop <i>or</i> ENGL 472 Film and Belief	3
JMC 488 Communication Law	3
MGMT 459 Project Management	3
TOTAL	12

SUPPORT AREA

An approved 6-course area of emphasis or minor (excluding courses used to satisfy other degree requirements)	18
ELECTIVES	
Minimum	6
TOTAL MAJOR HOURS	72
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.

BS: INFORMATION TECHNOLOGY DEGREE PLAN (IT)

UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog (page 38).

MAJOR REQUIREMENTS

Computer Science

CS 115 Introduction to Programming using Scripting	3
CS 116 Scripting II	3

Information Systems

IS 405 System Analysis and Design	3
IS 430 Management of Information and Technology Resources (writing-intensive course)	3

Information Technology

IT 120 Introduction to Information Technology	3
IT 220 Introduction to Databases and Database Management Systems	3
IT 221 Fundamentals of Networking and Data Communication	3
IT 225 Web Development I	3
IT 310 Introduction to Computer and Information Security	3
IT 410 Systems Integration and Administration	3

Management

MGMT 459 Project Management	3
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Advanced Selections

Choose four courses from: CS 315, 316, 320, 420, IS 330, 415, 432, DET 310, 410, IT 300-499 (prerequisites may apply)

TOTAL	45
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SUPPLEMENT FOR MAJOR

Mathematics

MATH 131 Calculus for Applications	(3) ¹
MATH 377 Statistical Methods I or IS 322 Business Statistics	3

Social Sciences/Humanities

ECON 261 Principles of Microeconomics	(3) ¹
PHIL 486 Ethics	(3) ¹

TOTAL	3
¹ 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 or minor (excluding courses used to satisfy other degree requirements)	18
ELECTIVES	
Minimum	6
TOTAL MAJOR HOURS	72
OTHER GRADUATION REQUIREMENTS	
Minimum grade in CS 115, 116; IT 120, 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 111 Introduction to Computer Science	1
CS 120 Programming I	3
CS 130 Programming II and 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
Choose one of:	
CS 352 Programming Languages	3
CS 356 Operating Systems	3
CS 365 Theory of Computation	3
CS 374 Software Engineering	3
TOTAL	19

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 or ART 106 Three-Dimensional Design	3
ENGL 322 Fiction Workshop or ENGL 472 Film and Belief	3
DET 350 Game Development or MGMT 459 Project Management	3
TOTAL	21

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, 430	12
<i>Selections may be used toward one of the following concentrations:</i>	
Application Development Concentration	
3 additional hours of programming (CS 116-130)	
6 hour sequence: IT 225 and IT 325 or CS 315 and CS 316	
3 hours from CS 330, IT 221, IS 405, IS 415	
IT Administration Concentration	
IT 221 Fundamentals of Networking and Data Communications	
IT 310 Introduction to Computer and Information Security	

Course Descriptions

Please see the *Course Descriptions* section of this catalog (page 172). Courses offered by the School of Information Technology and Computing include those with the following designations: CS, IT, DET. Courses in information systems offered through the Department of Management Sciences have the following designation: IS.

College of Education and Human Services

Donnie Snider, *Interim Dean*
 Jeff Haseltine, *Associate Dean*
 ACU Box 28276
 Abilene, Texas 79699-9010
 Education Building, Room 103
 Phone: 325-674-2700
 Fax: 325-674-3707
 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
- Sociology
- Gerontology
- Teacher Education
- TRIO Services
 - Talent Search
 - Upward Bound
 - Student Support Services
 - McNair Scholars Program
- Graduate Studies in Education

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, and Social Work. For more information consult the *Graduate School* section of this catalog (page 138).

Communication Sciences and Disorders

Brenda Bender, *Chair*
 ACU Box 28058
 Abilene, Texas 79699-8058
 Don Morris Center, Room 126
 Phone: 325-674-2074
 Fax: 325-674-2552
 Email: brenda.bender@acu.edu
 Web: www.acu.edu/comm/disorders

Faculty

Lynette Austin, *Assistant Professor*
 Terry Baggs, *Assistant Professor*
 Denise Barnett, *Assistant Professor*
 Brenda Bender, *Associate Professor*
 MaLesa Breeding, *Professor*
 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 from 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 *General Education 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 ≥ 45 semester hours of credit towards the degree at ACU;
- Have a minimum overall Grade Point Average (GPA) of 2.75;
- Complete the first 9 semester hours in the major with a 3.0 GPA (COMP 225, COMP 235, COMP 330).

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 2.75 or better;

- Have a "C" or better in all majors classes.

Students who do not continue to meet the above requirements will be dropped from COMP classes until such time as the requirements are met. 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 faculty.

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 38).	
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 381 Anatomical and Physiology Processes of Communication	3
COMP 419 Speech Science	3
COMP 471 Speech-Language Pathology in the Schools	3
COMP 480 Clinical Methods in Speech-Language Pathology	3
COMP 493 Clinical Practice in Speech-Language Pathology	3
COMP 494 Advanced Clinical Practice in Communication Disorders	3
COMP 485 CSD Capstone	3
Choose one from: COMS 345, SOCW 328	3
One Research Tool	
Choose from: IS 322; SOCI 415, 416; PSYC 311	3
TOTAL	48
ADDITIONAL MAJOR REQUIREMENTS	
Science	
BIOL 101 Biology – Human Perspective	(3) ¹
Choose 3 hrs physical science from AENV 130, CHEM 101, GEOL 111, PHYS 101, PHYS 102, PHYS 110	(3) ¹
TOTAL	0
¹ Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
ELECTIVES	
Minimum	23-24
TOTAL MAJOR HOURS	72
OTHER GRADUATION REQUIREMENTS	
Minimum grade for each course in major	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>	

Course Descriptions

Please see the *Course Descriptions* section of this catalog (page 172). Courses offered by the Department of Communication Sciences and Disorders include those with the following designation: COMP.

Kinesiology and Nutrition

Joe D. Bell, *Chair*

Sheila Jones, *Director, Didactic Program in Dietetics*

ACU Box 28084

Abilene, Texas 79699-8084

Students Recreation and Wellness Center, Room 257

Phone: 325-674-2338

Fax: 325-674-6788

Email: bellj@acu.edu

jones@acu.edu

Web: www.acu.edu/exercisescience

Faculty

Joe D. Bell, *Associate Professor*

Matthew Garver, *Assistant Professor*

Kerri Hart, *Assistant Professor*

Dickie L. Hill, *Professor*

Sheila Jones, *Associate Professor*

Lynn Luttrell, *Associate Professor*

Libby McCurley, *Assistant Professor*

Deonna Shake, *Instructor*

Martha Smallwood, *Assistant Professor*

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, or pre-occupational therapy) and Nutrition.

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 our majors and a recreation/fitness facility for the entire campus. There are two classrooms in the Center, both of which are smart classrooms, and a computer laboratory available for student use 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 nutrition, 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 and six bowling lanes are located in the nearby McGlothlin Campus Center.

Undergraduate students at Abilene Christian University are required to take 3 semester hours of exercise science (PEAC 100 and two activity courses). Kinesiology majors meet this requirement by taking KINE 100, 206, one of PEAC 211, 214, 215, 216, or 226, and one other activity. Transfers must take PEAC 100 at ACU if they have not already completed three exercise science (physical education) activity courses or have completed a course that is determined to be enough like the one at ACU. Students seeking medical exemption must do so through the chair of the Department of Kinesiology and Nutrition. Most often, students seeking exemption are given adaptive or modified physical activities rather than 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 two activity classes in addition to the requirements for elective credit.

A student may elect to take any exercise science 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. (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.

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 20).

Kinesiology (BS)

This track 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. This degree can also be modified specifically for entrance into graduate programs in physical therapy, occupational therapy, exercise physiology or wellness promotion. Within the Kinesiology major, students may choose three options:

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.

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 3.25 is required for acceptance into 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 3.00 is required for acceptance into the KNOT degree track.

BS: KINESIOLOGY DEGREE PLAN (KINE)

UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog (page 38).

MAJOR REQUIREMENTS

Kinesiology

KINE 100 Lifetime Wellness	(1) ¹
KINE 206 Strength Training	(1) ¹
KINE 232 Structural Kinesiology	3
KINE 420 Exercise Science Internship (capstone experience)	6
PSYC 120 Introduction to Psychology	(3) ¹
TOTAL	9

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

TRACKS

Health Promotion (KNHP)

BIOL 291 Anatomy and Physiology I	(3) ¹
BIOL 293 Anatomy and Physiology I Lab	1
BIOL 292/294 Anatomy and Physiology II Lecture/Lab	4
CHEM 113 Introductory Chemistry	(3) ¹
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 324 Drug Education	3
KINE 241 First Aid/CPR	1
KINE 321 Sport Practicum <i>or</i> KINE 322 Fitness Practicum	1
KINE 360 Leadership and Management for Health Promotion (writing-intensive course)	3
KINE 372 Exercise Physiology	3
KINE 373 Exercise Physiology Lab	1
KINE 421 Wellness Practicum	1
KINE 440 Special Topic: Exercise Testing and Prescription	3
KINE 450 Personal Training	3
KINE 460 Program Planning for Health Promotion	3
KINE 473 Cardiovascular Physiology	3
KINE 475 Physical Activity and Aging	3
KINE 480 Training Program Design	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
PEAC 211 Cross-Training	(1) ¹
TOTAL: Health Promotion	56

Pre-Physical Therapy (KNPT)

BIBP 352 Biomedical Ethics	(3) ¹
BIOL 112 General Biology I	(3) ¹
BIOL 113/115, 114, 491/493, 492/495	13
CHEM 133 General Chemistry I	(3) ¹
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 311 Motor Behavior (writing-intensive course)	3
KINE 340 Special Topic: Medical Terminology	2
KINE 340 Special Topic: Research Methods	3
KINE 440 Special Topic: Exercise Testing and Prescription	3
KINE 372 Exercise Physiology	3
KINE 373 Exercise Physiology Lab	1
KINE 473 Cardiovascular Physiology	3
KINE 498 Biomechanics	3
MATH 124 or MATH 185	(3) ¹
PEAC 211 Cross-Training	(1) 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) ¹
TOTAL: Pre-Physical Therapy	59

Pre-Occupational Therapy (KNOT)

BIOL 112 General Biology I	(3) ¹
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
CHEM 133 General Chemistry I	(3) ¹
CHEM 131 General Chemistry Laboratory	1
HED 112 Personal Health and Human Disease	3
Choose one: PEAC 211, 214, 215, or 216	(1) ¹
KINE 311 Motor Behavior (writing-intensive course)	3
KINE 340 Special Topic: Medical Terminology	2
KINE 340 Special Topic: Research Methods	3
KINE 372 Exercise Physiology	3
KINE 373 Exercise Physiology Lab	1
KINE 421 Wellness Practicum	1
KINE 440 Special Topic: Exercise Testing and Prescription	3
KINE 450 Personal Training	3
KINE 473 Cardiovascular Physiology	3
KINE 498 Biomechanics	3
KINE 499 Capstone	1
MATH 124 or MATH 185	(3) ¹
PHYS 110/111 General Physics I Lecture/Lab	4
PSYC 311 Elementary Statistics	3
PSYC 382 Abnormal Psychology	3
SOCI 111 Introduction to Sociology	(3) ¹
TOTAL: Pre-Occupational Therapy	49

Sport and Recreation Management (KSRM)

COMS 345 Intercultural Communication	(3) ¹
COMS 430 Conflict Management	3
ENGL 326 Business and Professional Writing	3
GERO 350 Sociology of Aging	3
HED 324 Drug Education	3
KINE 201 Introduction to Sport and Recreation Management	3
KINE 241 First Aid/CPR	1
KINE 301 Facility and Risk Management	3
KINE 333 Youth Activities and Programming	3
KINE 360 Leadership and Management for Health Promotion (writing-intensive course)	3
KINE 401 Sport and Recreational Law	3
KINE 460 Program Planning for Health Promotion	3
MGMT 330 Management and Organizational Behavior	3
MKTG 340 Principles of Marketing <i>or</i> MKTG 343 Personal Marketing	3
NUTR 224 Nutrition for Exercise and Sport	3
PEAC Activity – 210, 239, 341, 350, 351	3
PSYC 388 Teams and Team Leadership	3

TOTAL: Sport and Recreation Management	46
¹ Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
ELECTIVES	
Minimum	
Health Promotion (KNHP)	7
Pre-Physical Therapy (KNPT)	4
Pre-Occupational Therapy (KNOT)	14
Sport and Recreation Management (KSRM)	17
* Electives will be used for 2nd area of emphasis	
TOTAL MAJOR HOURS	72
OTHER GRADUATION REQUIREMENTS	
Minimum GPA for graduation	
KNHP	2.50
KNPT	3.00
KNOT	2.75
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>	
<i>[^]For KNHP, KNOT, KNPT only</i>	

- **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.
- **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)

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.

- **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 the 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.
- **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 the DPD. Graduates of the DPD are prepared to enter dietetic internships, after which they may sit for the Registered Dietitian examination. 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.

BS: NUTRITION DEGREE PLAN (NUTR)	
UNIVERSITY REQUIREMENTS	
Please see the University Requirements section of this catalog (page 38).	
MAJOR REQUIREMENTS	
Math	
MATH 123 Introduction to Probability and Statistics.....	(3) ¹
Nutrition	
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 421 Nutrition Assessment and Education (writing-intensive course)	3
NUTR 423 Food Safety	1
NUTR 426 Food Science	3
NUTR 427 Food System Organization and Administration	3
Sciences	
BIOL 291 Anatomy and Physiology I	(3) ¹
BIOL 293 Anatomy and Physiology I Lab	1
BIOL 292/294 Anatomy and Physiology II Lecture/Lab	4
CHEM 113 Introductory Chemistry	(3) ¹
CHEM 111 Introductory Chemistry Lab	1
CHEM 112/114 Introduction to Organic and Biological Chemistry Lecture/Lab	4
Other Required Courses	
HED 241 First Aid/CPR	1
TOTAL	39
CONCENTRATION (CHOOSE ONE)	
Community Concentration (NUCO)	
COMS 236 General Communication Theory	3
COMS 343 Business and Professional Communication	3
COMS 345 Intercultural Communication	3
COMS 483 Advanced Public Speaking	3
MGMT 330 Management and Organizational Behavior	3
TOTAL	15
Didactic Program in Dietetics (NDPD)	
BIOL 353/357 General Microbiology	4
MGMT 330 Management and Organizational Behavior	3
NUTR 322 Biochemistry of Nutrition I	3
NUTR 323 Biochemistry of Nutrition II	3

NUTR 401 Nutrition Seminar	1
NUTR 425 Clinical Dietetics I	3
NUTR 428 Clinical Dietetics II	3
NUTR 429 Clinical Dietetics III.....	3
NUTR 450 Capstone in Dietetics	2
TOTAL	25

Exercise Science (NUEX)

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
MGMT 330 Management and Organizational Behavior	3
PEAC 206 Strength Training	(1) ¹
PEAC 211 Cross-Training	(1) ¹
TOTAL	16

Food Service (NUFS)

ACCT 210 Financial Accounting	3
MGMT 330 Management and Organizational Behavior	3
MGMT 332 Human Resource Management	3
MGMT 335 Leadership in Organizations	3
MKTG 320 Principles of Marketing	3
TOTAL	15

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

ELECTIVES

Minimum (NDPD)	8
Minimum (NUEX)	17
Minimum (NUCO, NUFS)	18

TOTAL MAJOR HOURS 72

OTHER GRADUATION REQUIREMENTS

Minimum GPA for graduation (NDPD)	3.20
Minimum GPA for graduation (NUCO, NUEX, NUFS)	2.50
Minimum advanced hours	33
Minimum total hours	128

*Courses numbered 0** do not count in minimum hours required for degree.*

NUTR 120 Nutrition and Wellness	3
NUTR 224 Sports Nutrition	3
NUTR 327 Nutrition Through the Lifecycle	3
NUTR 328 Community Nutrition	3
NUTR 421 Nutrition Assessment and Education.....	3
TOTAL	19

Course Descriptions

Please see the *Course Descriptions* section of this catalog (page 172). Courses offered by the Department of Kinesiology and Nutrition include those with the following designations: KINE, HED, NUTR.

Minor in Coaching

The 18-credit 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 480 Training Program Design	3
KINE 491 Principles of Coaching	3
KINE 492 Coaching Internship	3
PSYC 342 Applied Sports Psychology	3
Select 6 hours from: KINE 232, 372, 391, 396, 498.....	6
TOTAL	18

Minor in Nutrition

The 19 credit 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 221 Introductory Nutrition	3
BIOL 291/293 Anatomy and Physiology I Lecture/Lab <i>or</i> BIOL 292/294 Anatomy and Physiology II Lecture/Lab.....	4
Choose four of the following five courses:	12

School of Social Work

Stephanie Hamm, *Director, School of Social Work*
 Stephen Baldrige *BSSW Program Director*
 ACU Box 27866
 Abilene, Texas 79699-7866
 Hardin Administration Building, Room 109
 Phone: 325-674-2072
 Fax: 325-674-6525
 Email: socialwork@acu.edu
 Web: www.acu.edu/socialwork

Faculty

Stephen Baldrige, *Assistant Professor*
 Stephanie Hamm, *Assistant Professor*
 Alan Lipps, *Assistant Professor*
 Suzanne Macaluso, *Assistant Professor (Sociology)*
 Wayne Paris, *Associate 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 degree, the Bachelor of Science in Sociology (page 119), and a minor in Sociology. A Master of Science in Social Work degree and a graduate-level certificate in social services administration are also available. See the *Graduate School* section of this catalog (page 138).

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 Social Work Program presently work in a variety of settings, including mental health programs, corrections, health care, schools, children and youth programs, mental retardation 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 in the Abilene area 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 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 38)), 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 admission forms designated by the school.
- Submission of an autobiographical sketch that includes the student’s personal experiences, expectations, and self-evaluation relative to social work.
- 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.

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 38).	
MAJOR REQUIREMENTS*	
Social Work	
BIOL 101 Biology: Human Perspective <i>or</i>	
BIOL 291 Anatomy and Physiology	(3) ¹
and BIOL 293 Anatomy and Physiology Lab.....	1
Student will select from a list of recommended courses:.....	15
BIBM 390, 435; COMS 345, 376, 421, 430; ECON 438;	
ENGL 363, 470; FAM 455; PSYC 232, 372, 374, 382; SOCI 362,	
444, 480. No more than 9 hours can be taken in one field.	
Additional upper level courses in these areas can be approved by advisor.	
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	3
SOCW 415 Social Research (writing-intensive course)	3
SOCW 416 Program and Practice Evaluation	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	7
TOTAL	58
*See “Admission to Major” requirements in this catalog.	
¹ Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	

ELECTIVES	
Minimum	14
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	2.00
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 172). Courses offered by the School of Social Work include those with the following designation: SOCW.

Sociology

Suzanne Macaluso, *Director*
 ACU Box 27890
 Abilene, Texas 79699-7890
 Hardin Administration Building, Room 110
 Phone: 325-674-2702
 Fax: 325-674-6525
 Email: suzie.macaluso@acu.edu
 Web: www.acu.edu/soci.html

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. The college also offers a certificate program in gerontology (see the *Gerontology Program* section of this catalog (page 134)).

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 20).

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)

BS: SOCIOLOGY DEGREE PLAN (SOCl)

UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog (page 38).

MAJOR REQUIREMENTS

Sociology

SOCI 111 Introduction to Sociology	(3) ¹
SOCI 385 Social Theory (writing-intensive course)	3
SOCI 415 Social Research (writing-intensive course)	3
SOCI 416 Social Statistics	3
SOCI 498 Sociological Practice I	3
BIBP 486 Ethics.....	(3) ¹
Choose eight from ECON 438, PSYC 370, SOCW 329, SOCI 350, SOCI 355, SOCI 362, SOCI 380, SOCI 388, SOCI 410, SOCI 477, SOCI 480.....	24
TOTAL	36

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

ELECTIVES

Minimum

TOTAL MAJOR HOURS72

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 Sociology

MINOR: SOCIOLOGY (SOCl)

SOCI 111 Introduction to Sociology	3
SOCI 385 Social Theory	3
SOCI 415 Social Research (writing-intensive course)	3
Choose from: SOCI 300-499	9
TOTAL	18

CERTIFICATE IN GERONTOLOGY (BS)

The undergraduate Certificate of Studies in Gerontology requires 15 semester hours. See the *Gerontology* section in *Interdisciplinary Programs* for specific requirements (page 134).

Course Descriptions

Please see the *Course Descriptions* section of this catalog (page 172). Courses offered by the Department of Sociology and Family Studies include those with the following designations: FAM, GERO, SOCI.

Teacher Education

Dana Kenamer Pemberton, *Chair*
ACU Box 29008
Abilene, Texas 79699-9008
Education Building, Room 101

Phone: 325-674-2112

Fax: 325-674-2123

Email: dlp94a@acu.edu

Web: www.acu.edu/education

Faculty

Mitzi Adams, *Instructor*

Dennis Cavitt, *Instructor*

Sheila Delony, *Assistant Professor*

Julie Douthit, *Instructor*

Michelle Faerber, *Technology Integration Specialist*

Andrew Huddleston, *Assistant Professor*

Dana Mayhall, *Adjunct Instructor*

Dana K. Pemberton, *Professor*

Jenn Rogers, *Instructor*

Jill Scott, *Assistant Professor*

Sam Stewart, *Assistant Professor*

Stephanie Talley, *Instructor*

Majors: Early Childhood/Elementary (BS)

Grades 4 through 8 (Middle School) (BS)

High School (Grades 8 through 12) (BS)

All-Level Special Education (BS)

The Department of Teacher Education offers the Bachelor of Science degree with majors in interdisciplinary studies. Degrees are available leading to certification at four levels: Age 3 through Grade 6, Grades 4 through 8, Grades 8 through 12, and All Level. 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 400 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. Be enrolled in or have completed the first 45 semester hours of credit;
3. Successfully complete with a C or better 12 hours in the candidate's chosen content field;

4. Have a minimum Grade Point Average (GPA) of 2.75 (2.75 or higher in the 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. Pass all three sections of the Texas Higher Education Assessment (THEA) test, with a score on the reading section of 260 or higher, a score on the math section of 230 or higher and a score on the writing section of 240 or higher; Students may retake the THEA once if the required level is not earned in the first administration. Acceptance of scores from a third administration of the THEA are subject to review by the Teacher Education Admissions Committee;
7. Successfully complete (C or better) EDUC 211 - Educational Foundations and Multicultural Perspectives;
8. Successfully complete first submission of the Teacher Education E-portfolio as described in the ACU Teacher Education Student Handbook;
9. A declared major that includes certification;
10. Receive approval from the Teacher Education Admissions and Review Committee. An interview with the committee may be required.

English Language Proficiency Requirement for International Students: International students with primary languages other than English must demonstrate English language proficiency by the following:

Obtain an official TOEFL score of at least 600 (computer-based score of 250, iBT of 100).

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). Approval to take Education Block classes (411/431, 412/432 or 413/433) and to enroll in student teaching must be obtained from the Teacher Education Admissions and Review Committee before enrolling in those classes.

Additional requirements for maintaining program admission status:

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.
2. A grade of C or better is required for all majors courses.
3. Junior and senior transfer students must take the THEA and be admitted to the Teacher Education Program during their first semester at Abilene Christian University to continue in professional education course work. Arrangements to take the THEA should be made as quickly as possible by contacting the University Testing Center.

Note:

A candidate who does not have an overall GPA of 2.75 or higher may be conditionally 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
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)

BS: EARLY CHILDHOOD/ELEMENTARY DEGREE PLAN (IDSC)

UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog (page 38).

INTERDISCIPLINARY MAJOR

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 Fundamentals of Number and Arithmetic	(2) ^{1/1}
MATH 238 Concepts of Mathematics	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 (writing-intensive course)	3

TOTAL

Professional Education Requirements

EDUC 211 Educational Foundations and Multicultural Perspectives	3
EDUC 323 Integrated Math & Science: PreK-2	3
EDUC 331 Teaching Social Studies in Pre K - Grade 8	3
EDUC 411 Elementary Curriculum, Materials and Media	3
EDUC 431 Elementary Management and Methods	3
EDUC 370 Teaching Mathematics in Elementary Grades 3-6	3
EDUC 476 Effective Teaching Strategies for English Language Learners	3
EDUC 490 Student Teaching*	6

TOTAL	21-27
<i>*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.</i>	
Other Required Courses	
Kinesiology	
PEAC 222	(1) ¹
Fine Arts	
ART 287 Art for Elementary Teachers	3
MUSE 330 Music Education for Elementary Teachers	3
Science	
BIOL 101 Biology - Human Perspective <i>or</i>	
BIOL 203 Basic Biology for Teachers	(3) ¹
Choose three hours from: AENV 130, GEOL 111, PHYS 102 ..	(3) ¹
Social Sciences/Humanities	
Choose 6 hours from: (two different areas)	(6) ¹
HIST 117, 118, 221, 222, INTS 212, 217, GEOG 235, 354, POLS 225, 226	
TOTAL	6
¹ Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
ELECTIVES	
Minimum	6
TOTAL MAJOR HOURS	76
OTHER GRADUATION REQUIREMENTS	
Minimum GPA for graduation	2.75
Minimum advanced hours	33
Minimum total hours	130
Minimum total hours (MEd acceptance)	126
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

GRADES 4 THROUGH 8 CERTIFICATION (BS)

The middle school certificate prepares one to teach one of the four subjects in grades 4 through 8: English language arts, mathematics, science, or social studies. The middle school mathematics degree plan can be found in the *Mathematics Department* section of this catalog.

BS: MIDDLE SCHOOL – LANGUAGE ARTS (GRADE 4-8) DEGREE PLAN (IDSM) (ENGL)	
UNIVERSITY REQUIREMENTS	
Please see the University Requirements section of this catalog (page 38).	
INTERDISCIPLINARY MAJOR	
Language Arts Teaching Field	
ENGL 221 Major British Writers I	(3) ¹
ENGL 222 Major British Writers II	3
ENGL 231 World Literature I	3
ENGL 262 American Literature Before 1900 <i>or</i>	
ENGL 263 American Literature After 1900	3
ENGL 325 Advanced Composition	3
ENGL 330 Advanced English Grammar	3
ENGL 351 Literature for Young Adults	3
ENGL 432 Introduction to Linguistics	3
ENGL 459 English for Secondary Teachers	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
Professional Education Requirements	
EDUC 211 Educational Foundations and Multicultural Perspectives	3
EDUC 221 Educational Psychology.....	(3) ¹

EDUC 250 Literature for Children	3
EDUC 335 Teaching in the Middle School	3
EDUC 412 Secondary Curriculum and Media	3
EDUC 432 Secondary Management and Methods	3
EDUC 490 Student Teaching	6
<i>Must make application and be approved to take EDUC 490. GPA of 2.75 required to remain in Teacher Education Program.</i>	
Other Required Courses	
EDUC 476 Effective Teaching Strategies for English Language Learners	3
SPED 371 Teaching Students with Special Needs (writing-intensive course)	3
TOTAL	63
¹ Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
ELECTIVES	
Minimum	9
TOTAL MAJOR HOURS	72
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>	

BS: MIDDLE SCHOOL – SCIENCE (GRADES 4-8) DEGREE PLAN (IDSM) (SCIT)	
UNIVERSITY REQUIREMENTS	
Please see the University Requirements section of this catalog (page 38).	
INTERDISCIPLINARY MAJOR	
Science Teaching Field	
BIOL 112/114 General Biology I Lecture/Lab	4
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 362/364 Ecology Lecture/Lab	4
BIOL 497 Seminar in Biology (writing-intensive course).....	3
CHEM 131/133 General Chemistry I Lecture/Lab	4
CHEM 132/134 General Chemistry II Lecture/Lab	4
CHEM 203 General Science for Elementary Teachers	4
PHYS 101 Astronomy	(3) ¹
PHYS 110/111 General Physics I Lecture/Lab	4
PHYS 112/113 General Physics II Lecture/Lab	4
Professional Education Requirements	
EDUC 211 Educational Foundations and Multicultural Perspectives	3
EDUC 221 Educational Psychology	(3) ¹
EDUC 335 Teaching in the Middle School	3
EDUC 412 Secondary Curriculum and Media	3
EDUC 432 Secondary Management and Methods	3
EDUC 490 Student Teaching	6
<i>Must make application and be approved to take EDUC 490. GPA of 2.75 required to remain in Teacher Education Program.</i>	
Other Required Courses	
READ 322 Reading in Secondary Content Areas	3
SPED 371 Teaching Students with Special Needs (writing-intensive course)	3
Mathematics	
MATH 124, or 185	(3) ¹
Science	
GEOL 111 Introduction to Geology	(3) ¹

Social Sciences/Humanities	
PHYS 378 History and Philosophy of Science <i>or</i>	
PHYS 379 Philosophy, Religion and Science	(3) ¹
TOTAL	66
¹ Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
ELECTIVES	
Minimum	6
TOTAL MAJOR HOURS	72
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>	

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>	

HIGH SCHOOL GRADES 8 THROUGH 12 CERTIFICATION (BS)

Some of the teaching fields for Grades 8 through 12 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 of the teaching fields may at times change in response to state level changes. Teacher education students 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 Grades 8 through 12 and All-Level teaching fields contact the Department of Teacher Education.

HIGH SCHOOL TEACHING CERTIFICATIONS

Department of Teacher Education:

- English/Language Arts (IDSH) (ELA)

Other Departments:

- Biology: Life Sciences (BIOT)
- Chemistry and Biochemistry: Chemistry (CHMT) and Physical Science (CPST)
- English: English (ENGT)
- History: History (HSTT) and Social Studies for Teachers (HSST)
- Mathematics: Mathematics (MATT)
- Physics/Mathematics (PHMT)
- Convergence Journalism/Multimedia – Journalism and Technology Applications Certification (JMCT)
- Computer Science/Mathematics (CSMT)

Information on degree requirements for these teaching fields can be found in the appropriate catalog section for those departments.

BS: HIGH SCHOOL – ONE FIELD (GRADES 8-12) CONCENTRATION IN ENGLISH LANGUAGE ARTS DEGREE PLAN (IDSH) (ELA)

UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog (page 38).

MAJOR REQUIREMENTS

English Teaching Field

ENGL 221 Major British Writers I	(3) ¹
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 from: ENGL 495, 496, 497	3
Choose from: ENGL 362, 363, 464	6
Choose from: ENGL 376, 377, 378, 470, 471, 499	3

Other Required Courses

EDUC 476 Effective Teaching Strategies for English Language Learners	3
READ 322 Reading in Secondary Content Areas	3
READ 363 Foundations of Reading	3
READ 480 Problems in Reading <i>or</i> READ 460 Reading Assessment and Instruction <i>or</i> SPED 477 Teaching Students with High Incidence Disabilities	3
SPED 371 Teaching Students with Special Needs	

BS: MIDDLE SCHOOL – SOCIAL STUDIES (GRADES 4-8) DEGREE PLAN (IDSM) (SSTT)	
UNIVERSITY REQUIREMENTS	
Please see the University Requirements section of this catalog (page 38).	
INTERDISCIPLINARY MAJOR	
Social Studies Teaching Field	
ECON 260 Principles of Macroeconomics	(3) ¹
EDUC 331 Teaching Social Studies in Pre K - Grade 8	3
GEOG 235 World Geography	3
GEOG 354 Historical and Cultural Geography	3
HIST 117 Civilization I	3
HIST 118 Civilization II	3
HIST 221 American History I	3
HIST 222 American History II	3
HIST 480 Texas History	3
HIST 496 History for Teachers	3
Advanced HIST elective (300-400)	3
POLS 225 National Government	3
POLS 226 States and Federal System	3
Choose 3 hours from:	3
INTS 212 Introduction to Great Britain <i>or</i>	
INTS 217 South America Southern Cone: History & Culture <i>or</i>	
ECON 438 International Poverty and Development <i>or</i>	
POLS 300-400	
Professional Education Requirements	
EDUC 211 Educational Foundations and Multicultural Perspectives	3
EDUC 221 Educational Psychology	3
EDUC 335 Teaching in the Middle School	3
EDUC 412 Secondary Curriculum and Media	3
EDUC 432 Secondary Management and Methods	3
EDUC 490 Student Teaching	6
<i>Must make application and be approved to take EDUC 490. GPA of 2.75 required to remain in Teacher Education Program.</i>	
Other Required Courses	
READ 322 Reading in Secondary Content Areas	3
SPED 371 Teaching Students with Special Needs (writing-intensive course)	3
Social Sciences/Humanities	
SOCI 111 Introduction to Sociology	(3) ¹
TOTAL	66
¹ Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
ELECTIVES	
Minimum	6
TOTAL MAJOR HOURS	72

(writing-intensive course)	3
Professional Education Requirements	
EDUC 211 Educational Foundations and Multicultural Perspectives	3
EDUC 221 Educational Psychology	(3) ¹
EDUC 412 Secondary Curriculum and Media	3
EDUC 432 Secondary Management and Methods	3
EDUC 490 Student Teaching	6
<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>	
TOTAL	66
¹ Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	

ELECTIVES

Minimum	6
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TOTAL MAJOR HOURS	72
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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>	

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

English as a Second Language

ENGLISH AS A SECOND LANGUAGE SUPPLEMENT FOR 4-8, 8-12, AND EC-12 CERTIFICATIONS
The following 12 hours are required:

EDUC 476 Effective Teaching Strategies for English Language Learners	3
ENGL 330 Advanced English Grammar	3
ENGL 432 Introduction to Linguistics	3
READ 464 Reading-Writing Connection	3

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
<i>Complete student teaching and courses in an approved teaching field.</i>	
TOTAL	15

ADDING ALL-LEVEL STAND-ALONE SPECIAL

EDUCATION CERTIFICATION TO ANOTHER TEACHING CERTIFICATE (ELEMENTARY, MIDDLE SCHOOL, 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 Fundamentals of Number and Arithmetic	3
MATH 238 Concepts of Mathematics	3
MATH 247 Number Concepts of Middle School Mathematics	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, EDUC 476 Effective Teaching Strategies for English Language Learners <i>or</i> EACH 363 Early Language and Literacy.....	3
TOTAL	33

Some of these hours may be met under the degree plan for the initial teacher certification, i.e. Elementary (EC-6), Middle School (all content fields), High School (all content fields), All-Level (kinesiology, art, music). Check those degree plans for more information. Students will take the Stand-Alone Special Education TExES (161) in addition to the Content and PPR TExES for their certificate.

Course Descriptions

Please see the *Course Descriptions* section of this catalog (page 172). Courses offered by the Department of Teacher Education include those with the following designations: EACH, EDUC, READ, TECH, and SPED.

Proposed School of Nursing

Becky Hammack, RN, EdD

Associate Professor

ACU Box 29103

Abilene, Texas 79699-8035

Office location:

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Room 205

Abilene, Texas 79699

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Web: <http://www.acu.edu/academics/nursing/index.html>

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 SON 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), the *Essentials of Baccalaureate Education* by the American Association of Colleges of Nursing (2008), and *Quality and Safety in Nursing Education* (2011) competencies. The foundational concepts will be 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 will reflect the knowledge, judgment, behaviors, skills, attitudes, and values required of a professional nurse. The student outcomes of the program will 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 will be used to 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).

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/nursingeducation/info.html>.

This process permits the Board to make decisions regarding an applicant's eligibility for licensure prior to entering or completing a nursing program. The list below further delineates possible incidences of that may prevent eligibility, and require a **Declaratory Order** application:

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?

**You may only exclude Class C misdemeanor traffic violations.*

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 (IFGCP) 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 (KBJSA).
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 (IFGCP) 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.

Accreditation

The Patty Hanks Shelton School of Nursing (PHSSN) programs are accredited by the Texas Board of Nursing (TX BON) and the graduate is eligible to sit for the National Council of State Boards of Nursing

Exams for licensure as a Registered Nurse (NCLEX-RN). The baccalaureate program and graduate programs at PHSSN are accredited by the Commission on Collegiate Nursing Education (CCNE). PHSSN is a member of the Southern Regional Education Board, the Southern Council on Collegiate Education in Nursing and the American Association of Colleges of Nursing.

The ACU School of Nursing is seeking separate approvals and accreditation from the TX BON and the CCNE. The BSN program plans to open in the Fall Of 2013.

High School Preparation

High school students wishing to major in nursing are advised that their preparation for nursing study will be strengthened by inclusion of high school credits of one unit each in chemistry, physics and biology; three to four units in mathematics; two units each in social and behavioral sciences; and four units in English. See ACT and SAT score requirements for CHEM 113, MATH 120, and ENGL 111.

Lower-Level Requirements

All freshmen students accepted for admission, and stating a preference for nursing as a major, will be placed in lower-level general education, 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. Students having an ACT composite score of 20 or less should seek career counseling.

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 availability of space and clinical facilities.**

Admission to Abilene Christian University does not guarantee admission to School of Nursing.

1. The School of Nursing will review all applications with a minimum cumulative grade point average (GPA) of 3.0 in the lower-level nursing curriculum based on a 4.0 scale. Nursing core courses 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. Applicants must have a grade of "B" or better in BIOL 291 Anatomy and Physiology I, BIOL 292 Anatomy and Physiology II, and in NURS 250 Applied Pathophysiology.
2. Students are required to take a nursing admission assessment exam.
3. Students are required to submit two recommendation forms from faculty who have taught the student a nursing core prerequisite course.
4. Students must have **all nursing core prerequisites** completed before entering the School of Nursing and have **all prerequisites** completed within the first year of admission to School of Nursing. Students must obtain the CNA certificate before entering the program. Students must also complete NURS 250 Applied Pathophysiology or its equivalent with a grade of "B" or better before entering.
5. 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. **Late applications will be reviewed after initial admission decisions are made.** Applicants are required to have personal contact with the Dean of the School of Nursing by January of the same year.
6. Once accepted, students must submit evidence of physical examination and of physical health, which is consistent with meeting the objectives of the program. Tetanus/diphtheria (TDap), MMR, Hepatitis B series, and Varicella (proof of chickenpox or titer) immunizations are required. Rubella screening is required with subsequent immunizations if screening titer indicates lack of immunity. Seasonal flu vaccine

is required or a signed "declination form". Evidence of negative tuberculosis must be presented with application for admission. Health reports and test results will be available to health agencies used for student learning experience upon request by an authorized representative of the agency. Additionally, students accepted for admission will be required to submit to a criminal background check organized by the Texas Board of Nursing prior to beginning the nursing program. Students will also be required to submit random drug screenings in order to practice in the clinical facilities.

7. All students are required to have a urine drug screen completed at a designated lab prior to clinical participation.
8. All students must submit to a criminal background check through a designated agency.
9. Students who have any physical or learning disability (i.e. ADD, ADHD) must provide official written medical documentation of the disability and information in regard to his/her ability to meet the requirements of the program.
10. Throughout the program, students must maintain a level of mental and physical health consistent with meeting the objectives of the curriculum. If a mental and/or physical health problem occurs during the student's educational program in nursing, the nursing faculty members responsible for clinical practice will assess the student's ability to continue in the program and will make recommendations for action to the Dean.
11. Students accepted into the School of Nursing are responsible for providing their own transportation to class and all clinical facilities. During the program, clinical experiences may be planned in other areas, and the students are required to pay for transportation, room, and boarding as required.
12. Students accepted into the School of Nursing must annually provide proof of medical health insurance; if not on parent's insurance, the student must have a private policy.
13. Students must maintain a GPA of 3.0 or higher during the BSN program. Clinical Courses (NURS 350, 360, 370, 430, 450, and 475) require a final grade of B or higher. A final course grade of B or higher is recommended for all nursing courses in the program for successful preparation for the national licensing exam. If a student earns an exam average of <80 in the nursing courses without clinical experiences, additional remediation and testing requirements will be assigned by faculty prior to the next semester, and a final course grade of C will be the highest earned.
14. If a student earns two C's as a final course grade in non-clinical courses, a learning contract is required with additional faculty assistance to meet learning outcomes. If a third C is earned in a non-clinical course during Levels 1 and 2 (the first program year), the student is dismissed from the program. If the third C is earned in the non-clinical course in the second year, the student is at risk for dismissal. Earning a D in any course halts progression and must be repeated. Only 2 courses in the program may be repeated prior to dismissal.
15. Applicants seeking admission by transfer must meet all of the same standards required of those students who have matriculated at ACU.
16. If the student's performance is unsatisfactory in the clinical setting, the faculty may recommend immediate dismissal to the Dean.
17. The student must annually provide proof of current CPR certification. The student will not be allowed in the classroom or clinical area without this certification. **American Heart Association CPR for Health Care Provider or American Red Cross CPR for the Professional Rescuer is required. (National Safety Council, Heart Saver and Heart Saver Plus are not acceptable.)**

18. Professional liability insurance is required of each student. This insurance is included in the student's tuition costs.
19. All entering students are required to purchase physical assessment equipment that is supplied through the School of Nursing.
20. BSN nursing students are required to take diagnostic program examinations each semester.
21. 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.
22. 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.

TOTAL MAJOR HOURS	81
OTHER GRADUATION REQUIREMENTS	
*Minimum grade for most core courses	C
**Minimum grade required for BIOL 291, 292, and NURS 250	B
Minimum total hours	131
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

PROPOSED NURSING (BSN)

Admission to the School of Nursing is a prerequisite to all nursing courses (or approval by the School of Nursing Dean).

Degree Requirements - Suggested Course Sequence

Note: The course sequence below is suggested for a four year progression through the program. However, we encourage students to contact our School of Nursing degree plan specialist or Dean to inquire about our 5-6 year progression schedule for part-time or transfer students.

Freshman Year

Fall Semester:

- CORE 110 The Question of Truth (3-0-3)
- BIBL 101 Jesus: His Life and Teachings (3-0-3)
- CHEM 113 Introductory Chemistry (3-0-3)
- ENGL 111 Composition and Rhetoric (3-0-3)
- PEAC 100 Lifetime Wellness (1-2-1)
- MATH 120 Quantitative Reasoning (3-0-3)

Spring Semester:

- FL or Cultural Competency (3-0-3)
- BIBL 102 Early Christians: Life, Literature and Community (3-0-3)
- CHEM 114 Introductory Organic and Biological Chemistry (3-0-3)
- ENGL 112 Composition and Literature (3-0-3)
- Social Science (3-0-3)
- PEAC Activity (0-3-1)

Summer

- General Education (2)

Sophomore Year

Fall Semester:

- BIBL 211 Message of the Old Testament (3-0-3)
- BIOL 291/293 Anatomy and Physiology I with Lab (3-0-3), 1-2-1)
- BIOL 353/354 Microbiology with Lab (3-0-3), (1-2-1)
- ENGL Sophomore Literature (3-0-3)
- PSYC 232 Developmental Psychology (3-0-3)

Spring Semester:

- BIOL 292/294 Anatomy and Physiology II with Lab (3-0-3), (1-2-1)
- COMS 211 Speech & Rhetoric (3-0-3)
- CORE 210 Human Identity and Community (3-0-3)
- NURS 250 Applied Pathophysiology (3-0-3)
- PSYC 311 Elementary Statistics (3-0-3)

Summer Session

- BCOR 310 God and the Good Life (3-0-3)
- NURS 301 Introduction to Nursing Skills (Course is optional if student has CNA certification) (2-2-3)

Junior Year

Fall Semester:

- NURS 320 Gerontological Nursing (2-0-2)
- NURS 330 Pharmacology in Nursing (3-0-3)
- NURS 350 Clinical Skills I: Fundamentals of Nursing (0-12-4)
- NURS 351 Nursing Assessment and Diagnostics (3-0-3)
- NURS 352 Evidence-Based Fundamentals of Nursing (3-0-3)

Spring Semester:

BSN: NURSING DEGREE PLAN (NURS)	
UNIVERSITY REQUIREMENTS	
Please see the University Requirements section of this catalog (page 38).	
MAJOR REQUIREMENTS	
Nursing	
**NURS 250 Applied Pathophysiology	3
NURS 320 Gerontological 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: Maternal Child Nursing	3
NURS 361 Evidence-Based Maternal Child Nursing Care	3
NURS 370 Clinical Skills II: Community and Population Health ..	3
NURS 371 Evidence-Based Community and Population Health ..	3
NURS 380 Nursing Research for Evidence-Based Practice	3
NURS 430 Clinical Skills III: Mental Health Nursing	2
NURS 431 Mental Health Nursing	2
NURS 450 Clinical Skills III: Acute Medical-Surgical Nursing	4
NURS 453 Evidence-Based Acute Medical-Surgical Nursing	4
NURS 464 Nursing Leadership and Management	3
NURS 475 Clinical Skills IV: Advanced Nursing Care	6
NURS 476 Evidence-Based Advanced Medical-Surgical Nursing.	3
NURS 498 Nursing Capstone	3
TOTAL	60
SUPPLEMENT FOR MAJOR	
Mathematics	
*MATH 120 Quantitative Reasoning	(3) ¹
Psychology	
*PSYC 232 Developmental Psychology	3
PSYC 311 Elementary Statistics	3
Science	
*CHEM 113 Introductory Chemistry	(3) ¹
*CHEM 114 Introductory Organic and Biological Chemistry...	(3) ¹
**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
TOTAL	18
¹ Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
ELECTIVES	
Minimum	0

- NURS 360 Clinical Skills II: Maternal Child Nursing (0-12-4)
- NURS 361 Evidence-Based Maternal Child Nursing Care (4-0-4)
- NURS 370 Clinical Skills II: Community and Population Health (0-6-2)
- NURS 371 Evidence-Based Community and Population Health (2-0-2)
- NURS 380 Nursing Research for Evidence-Based Practice (3-0-3)

Summer Session:

- PEAC Activity (0-3-1)

Senior Year

Fall Semester:

- NURS 430 Clinical Skills III: Mental Health Nursing (0-6-2)
- NURS 431 Mental Health Nursing (2-0-2)
- NURS 450 Clinical Skills III: Acute Medical-Surgical Nursing (0-12-4)
- NURS 453 Evidence-Based Acute Medical –Surgical Nursing (4-0-4)
- NURS 464 Nursing Leadership and Management (3-0-3)

Spring Semester:

- NURS 475 Clinical Skills IV: Advanced Nursing Care (0-18-6)
- NURS 476 Evidence-Based Advanced Medical-Surgical Nursing (3-0-3)
- NURS 498 Nursing Capstone (3-0-3)

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 certificate programs in gerontology as well as international studies. 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

Fax: 325-674-2009

Email: nicholsj@acu.edu

Web: www.acu.edu/biology

Kim Pamplin, *Advisor for Biochemistry Track*

ACU Box 28132

Abilene, Texas 79699-8132

Foster Science Building, Room 256

Phone: 325-674-2176

Fax: 325-674-6988

Email: pamplin@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: a biology track and a biochemistry track.

BS: HEALTH PROFESSIONS COOPERATIVE DEGREE PLAN (HPCO) - BIOLOGY AND BIOCHEMISTRY TRACKS

UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog (page 38). *Per the UUAC meeting on 4/28/10, the HPCO degree plans only require 11 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 General Biology I	(3) ¹
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	3

BIOL 497 Seminar in Biology (writing-intensive course)	3
Advanced Biology	8
Chemistry	
CHEM 133 General Chemistry I	(3) ¹
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
Advanced Chemistry	3
Mathematics*	
MATH 124 Precalculus II <i>or</i> MATH 185 Calculus I	(3) ¹
<i>*Calculus is required for students in pre-medicine and pre-veterinary medicine and is recommended for pre-dentistry students.</i>	
Physics	
PHYS 110/111 General Physics I Lecture/Lab	4
PHYS 112/113 General Physics II Lecture/Lab	4
TOTAL	47
¹ Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	

MAJOR AND SUPPLEMENT REQUIREMENTS – BIOCHEMISTRY TRACK (BCHP)

Chemistry

CHEM 133 General Chemistry I	(3) ¹
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	3
CHEM 453/463 Biochemistry I Lecture/Lab	4
CHEM 454/464 Biochemistry II Lecture/Lab	4

Biology

BIOL 112 General Biology I	(3) ¹
BIOL 114 General Biology I Lab	1
BIOL 113/115 General Biology II Lecture/Lab	4
BIOL 312 Cell Biology	3
Advanced Biology	3

Mathematics

MATH 131 Calculus for Application	(3) ¹
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Physics

PHYS 110/111 General Physics I Lecture/Lab	4
PHYS 112/113 General Physics II Lecture/Lab	4

TOTAL

¹Hours (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)	3
Minimum (Biochemistry Track)	4

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)	103
Minimum total hours (Biochemistry Track)	104

*Courses numbered 0** do not count in minimum hours required for degree.*

COMPOSITE INTERDISCIPLINARY MAJOR

Major Code: CIND

Registrar's Office
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.

The Master of Liberal Arts in interdisciplinary studies is available. See the *Graduate School* section of this catalog (page 138).

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 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 more than 90 hours 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 20.

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.

International Studies Program

History Department, *Advisor*
ACU Box 28275
Abilene, Texas 79699-8275
Administration Building, Room 134B
Phone: 325-674-2384
Fax: 325-674-6703
Email: rallh@acu.edu

International Studies is an interdisciplinary program that offers the Bachelor of Arts degree in international studies, international studies with a separate track for non-U.S. students who wish to focus on the United States, and a Certificate in International Studies for interested students with related majors.

Introduction

In the 21st century with its "global village" interdependency among nations, students with a variety of career goals may wish to major in international studies or at least to complete the requirements for the certificate program.

Monolingualism and cultural isolation in the United States have had a negative effect on our national economy and our influence in world affairs. Therefore, students are required to include a Study Abroad experience, such as one of ACU's programs, in their degree plan.

Today various career opportunities at home and abroad await graduates with a global world view who can demonstrate competence in performing tasks in a cross-cultural context:

- **Civil Service.** A variety of federal and state government agencies regularly hire individuals with international training for assignments in the U.S. and abroad. The State Department, the Diplomatic Corps and the U.S. Agency of International Development are a few examples. Other private agencies, some of a religious nature, seek graduates in the area of international studies. Furthermore, politicians of the future will face an ever-increasing need to handle international crises with sensitivity and depth of understanding.

- **International Organizations.** A number of international organizations regularly hire innovative people who are capable of functioning in international affairs. The following are a few examples: the United Nations (UN), the Organization of American States (OAS), the International Monetary Fund (IMF), the World Bank, the Peace Corps and the Red Cross.
- **Law.** Attorneys hired by a company that secures contracts abroad will need an international studies background. International law is virtually a field of its own.
- **Media.** Journalism, radio and television, the film industry, and publishing are areas that have openings for foreign assignments. Today's global network of communication systems, which are facilitated by satellites, requires some expertise in international studies.
- **Travel and Tourism.** This is a growing industry in the United States. A background in international studies would certainly improve one's chances for success.

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 20).

INTERNATIONAL STUDIES (BA)

BA: INTERNATIONAL STUDIES DEGREE PLAN (INTS)

UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog (page 38).

MAJOR REQUIREMENTS

International Core Courses

INTS 301 Language and Culture	3
INTS 499 International Studies Seminar (writing-intensive course)	3
ECON 260 Principles of Macroeconomics	(3) ¹
ENGL 231 World Literature I	(3) ¹
ENGL 232 World Literature II	3
POLS 227 Introduction to International Relations	(3) ¹
TOTAL	9

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

REGIONAL FOCUS

Choose one of the following tracks:

East Asian Studies

BMIS 371 Religion in Global Contexts	(3) ¹
HIST 416 Near East in Modern Times	3
POLS 485 International Political Economy	3
East Asian Selections, Choose 6 courses from:	18
BMIS 245, 458 (when applicable); BUSA 419; COMS 345, 383; ECON 438; GEOG 354; MKTG 419; POLS 360, 385, 481, 484, 487, 488 (when applicable)	

European Studies

HIST 474 Recent Europe	3
POLS 485 International Political Economy	3
Choose 3 hours from: HIST 472, 473, 476	3
European Selections, Choose 6 courses from:	18
BMIS 245, 371; BUSA 419; COMS 345, 383; FLSP 482; ECON 438; GEOG 354; MKTG 419; POLS 360, 385, 481, 484, 487, 488 (when applicable)	

Middle East Studies

BMIS 371 Religion in Global Contexts	(3) ¹
HIST 416 Near East in Modern Times	3
POLS 361 Politics of the Middle East	3
Middle East Selections, Choose 6 courses from:	18
BMIS 245, BUSA 419, COMS 345, 383, ECON 438; GEOG 354; MKTG 419; POLS 360, 385, 481, 484, 485, 487, 488 (when applicable)	

Latin American Studies

HIST 478 Latin American Colonial Experience	3
HIST 479 Latin American Modern Area	3
POLS 485 International Political Economy	3
Latin American Selections, Choose 6 courses from:	18
BMIS 245; BUSA 419; COMS 345, 383; FLSP 353, 483; ECON 438; GEOG 354; MKTG 419; POLS 360, 385, 481, 484, 487, 488 (when applicable)	

TRACK TOTAL (East Asian & Middle East) 24

TRACK TOTAL (European & Latin American) 27

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

STUDY ABROAD

Each student must include at least one "Study Abroad" experience related to the student's chosen geographic region.

FOREIGN LANGUAGE PROFICIENCY

Junior level proficiency in a second language must be demonstrated by students whose first language is English.

FLFR, FLGE, FLLA, or FLSP	0-15
TOTAL	0-15

ELECTIVES

Minimum (East Asian & Middle East)	24-39
Minimum (European & Latin American)	21-36
<i>*Students are strongly encouraged to use electives to pursue a Business Minor.</i>	

TOTAL MAJOR HOURS 72

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>	

INTERNATIONAL STUDIES – U.S. TRACK FOR NON-U.S. STUDENTS (BA)

Primarily intended for students who have had at least 8 years of residence outside the United States and/or who have graduated from high school in a foreign country.

BA: INTERNATIONAL STUDIES (OPTION FOR NON-U.S. STUDENTS ONLY) DEGREE PLAN (INTU)

UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog (page 38).

MAJOR REQUIREMENTS

International Core Courses

INTS 301 Language and Culture	3
INTS 499 International Studies Seminar (writing-intensive course)	3

Regional Focus/USA

HIST 222 American History II	(3) ¹
Choose 9 hours from: HIST 404, 405, 421, 451, 455, 482	9

Specialty Courses 18

Choose 18 hours from ≥3 areas:

Bible/Missions	
BMIS 371 Religion in Global Contexts	
COMS 345 Intercultural Communication	
COMS 383 Communication in Multi-National Organizations	
Geography	
GEOG 354 Cultural Geography	
American Literature	
ENGL 362 American Literature Before 1860	

ENGL 363 American Literature After 1860	
ENGL 446 Topics in American Literature	
ENGL 464 American Novel	
Political Science	
POLS 381 American Political Process	
POLS 492 American Political Thought	
English	
ENGL 263 American Literature After 1900	3
Foreign Language	
Students whose native language is not English are exempted	0-6
TOTAL	36-42
¹ Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
STUDY ABROAD	
Each student must include a travel-study course in a region of the U.S. outside West Texas.	
FOREIGN LANGUAGE PROFICIENCY	
Students whose first language is English must demonstrate first semester junior level proficiency in a second language.	
FLFR, FLGE, FLLA, or FLSP	0-15
TOTAL	0-15
ELECTIVES	
Minimum	21-36
TOTAL MAJORS HOURS	72
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>	

Interdisciplinary Minors

Ethnic and Women’s Studies

Jeanine Varner, *Advisor*
 ACU Box 29103, Abilene, Texas 79699-9103
 Hardin Administration Building, Room 200

Phone: 325-674-2024
 Fax: 325-674-6785
 Email: jeanine.varner@acu.edu

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: (≥2 courses from each area)	15
a. Women’s studies: BIBM 405, COMS 450, HIST 455, ENGL 464	
b. Ethnic studies: COMS 345, ENGL 470, HIST 455	
TOTAL	18

Leadership Studies

J.D. Wallace, *Advisor*
 ACU Box 28156
 Abilene, Texas 79699-8156
 Sherrod Building, Room 209
 Phone: 325-674-2136
 Fax: 325-674-6966
 Email: jd.wallace@acu.edu

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

MINOR: LEADERSHIP STUDIES (LDSH)	
COMS 421 Leadership and Communication	3
MGMT 335 Leadership in Organizations	3
UNIV 245 Leadership Foundations	3
Communicating Strategies of Leadership and Leadership Diversity	
Choose 6 hours from:	6
COMS 383 Communication in Multinational Organizations	
COMS 430 Conflict Management	
COMS 485 Organizational Communication	
PSYC 388 Teams and Team Leadership	
Applying Leadership Ethics	
Choose 3 hours from:	3
BIBP 486 Ethics	
BIBM 401 Christian Leadership	
BUSA 435 Christian Business Leadership Perspectives	
TOTAL	18

Peace and Social Justice Studies

David Dillman, *Advisor*
 ACU Box 29143
 Abilene, Texas 79699-9143
 Hardin Administration Building, Room 220
 Phone: 325-674-2095
 Fax: 325-674-6962
 Email: dillmand@acu.edu

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, work places, 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 STUDIES MINOR

MINOR: PEACE AND SOCIAL JUSTICE STUDIES (PSJS)	
Foundations	3
PHIL 486 Ethics	
Context	3
Choose three hours from:	
HIST 455 Social and Ethnic History in U.S.	
POLS 493 Religion and Politics	
SOCI 480 Inequality and Social Justice	
Philosophy	6
Choose six hours from:	
PHIL 451 Philosophy and Social Justice	
POLS 393 Peace, Power, and Politics	
POLS 489 International Relations and Christianity	
Application	3
Choose three hours from:	
ECON 438 International Poverty and Development	
ENGL 328 Social Justice: A Rhetoric	

PSYC 305 Peacemaking	
Capstone	3
PSJS 499 Peace and Social Justice	
TOTAL	18

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 <i>or</i>	
PHIL 486 Ethics	
PHIL 380 Introduction to Philosophy	
PHIL 487 History of Ancient and Medieval Philosophy	
PHIL 489 History of Modern Philosophy	
Choose from: PHIL 275, 378, 379, 451, 478, 486, 490, 491	
TOTAL	18

Course Descriptions

Please see the *Course Descriptions* section of this catalog (page 172). Courses offered in philosophy include those with the following designation: PHIL.

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 2012-2013 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 2012-2013 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) ¹
Pope Connecting Courses	
POLS 420 Public Service Seminar	3
POLS 400 (senior project from major)	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) ¹
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>	
SOC 415 Social Research (writing-intensive course) <i>or</i>	
SOC 416 Social Statistics	3
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	24

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

Interdisciplinary Certificates
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; *or*
 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	
Chosen with gerontology advisor’s approval	6
TOTAL	15

Course Descriptions

Please see the *Course Descriptions* section of this catalog (page 172). Courses offered in the Gerontology Program include those with the following designation: GERO.

INTERNATIONAL STUDIES CERTIFICATE PROGRAM

CERTIFICATE: INTERNATIONAL STUDIES (INTS)	
University Requirements	
As part of, or in addition to, the university requirements of the chosen major, students must satisfy history of western civilization.	
HIST 117 Civilization I*.....	3
HIST 118 Civilization II*	3
TOTAL	6
<i>*Can meet University Requirement.</i>	

FOREIGN LANGUAGE PROFICIENCY

Students whose first language is English must demonstrate first semester junior level proficiency in a second language.

FLFR, FLGE, FLLA, or FLSP 0-15
TOTAL **0-15**

CERTIFICATE REQUIREMENTS**International Core Courses**

INTS 301 Language and Culture 3

Specialty Courses with a Focus on One Culture Area 15

Choose 15 hours from ≥ 3 areas below:

Business

BUSA 419 International Business

Communication

COMS 345 Intercultural Communication

COMS 383 Communication in Multi-National Organizations

Geography

GEOG 354 Cultural Geography

History

HIST 416 Near East in Modern Times

HIST 474 Recent Europe

HIST 479 Latin American Modern Era

HIST 495 Far East in Modern Times

Literature

FLSP 482 Survey of Peninsular Spanish Literature

FLSP 483 Survey of Latin American Literature

Missions

BMIS 245 Understanding Culture for Global Service

BMIS 371 Religion in Global Contexts

Political Science

POLS 345 Comparative Public Policy

POLS 357 West European Politics

POLS 358 CIS and East European Politics

POLS 484 International Law and Organizations

POLS 485 International Political Economy

TOTAL **18**

Total additional hours required to receive the certificate vary

depending on foreign language proficiency and requirements met by

University Requirements 15-39

TOTAL **$\geq 15-39$**

Course Descriptions

Please see the *Course Descriptions* section of this catalog (page 172). Courses offered by the International Studies program include those with the following designation: INTS.

ACU Online

Corey Patterson, *Managing Director of Online Programs*
ACU Box 29140; Abilene, TX 79699-9140
217A Hardin Administration Building

Phone: 1-800-460-6228
325-674-2650

Email: gradinfo@OnlineACU.com

Web: acu.edu/grad

Online Program Design

ACU Online provides students with the convenience of online education and the quality of ACU instruction. The 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; each online semester consists of two sessions, 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 the *ACU Online Academic Calendar*. Most graduate students begin with an 8-week introductory course. All remaining courses are 7 weeks in duration. The online program courses are **not** self-paced but are designed to allow for flexibility in meeting the scheduling needs of busy professionals.

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.

ACU Online Programs

- Master of Arts
 - Conflict Resolution and Reconciliation
- Master of Education
 - Curriculum and Instruction
 - Leadership of Learning
 - Higher Education
- Master of Science
 - Organizational and Human Resource Development
- Certificate of Graduate Study
 - Conflict Resolution
 - Conflict Resolution for Educators
 - Leadership of Digital Learning
 - Superintendency

Enrollment

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 Student Services Advisor for your degree program (See *ACU Online Programs* for contact information (page 136)).

Please note: Due to the rotating schedule of classes offered, withdrawing from a class may prolong time to graduation and affect financial aid.

Admission 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.

Admission Criteria

All admission criteria, procedures and forms are available at acu.edu/grad. An application fee of \$100 is required before the file is reviewed for admission.

International student admission for the 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.

Accuracy of Material

All application material submitted must be accurate. Any erroneous, misleading or incomplete information may be grounds for termination. 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.

Delayed Admission

Students who receive an official letter of acceptance will be informed that the acceptance is available only for the semester indicated. Students who wish to change their entry date must request a later start date in writing before the beginning of the semester of original admission. Application files are only maintained for one year past original admission date. Applicants who delay their start date for more than one year without notification should expect to begin the application process again, including fees and all required materials. Contact the Student Services Advisor for your degree program.

Readmission Policy

If a student drops out of an online program for more than one calendar year, the student will need to apply as if they are a new student entering the program, meeting all requirements and fees.

Academic Information

This section includes policies specific for students in ACU online programs. For complete academic information (i.e. GPA requirements, transfer credits, graduation, probation, suspension, degree time limit, etc.), see the *Graduate School* section (page 138) of this catalog.

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.

Glossary of Terms

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 set-up to host two sessions per semester. One course is completed during each 7-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 7-8week 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.

Add/Drop Policy

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 a 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

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.

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 for a full description of the expectations of students and procedures for dealing with violations of the policy (located in the policies section of the *Student Guide* at www.acu.edu/studentlife).

Changing/Adding a Major

Contact your Student Services Advisor to request a change or addition of degree or major. Changes are effective the next long semester of enrollment.

Grades

Due to the interactive nature and fixed duration of the online courses, 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 requirements. Contact the course facilitator and Student Services Advisor if an exceptional circumstance occurs after the withdraw date before the end of the course that prevents successful completion.

For more information concerning grades, see the following information located in the *Graduate School* section of this catalog (page 138):

- Grades (page 140)
- Low Grades (page 142)
- Academic Probation and Suspension (page 142)
- Degree Time Limit (page 142)

- Dismissal (page 142)
- Exception Requests (page 142)
- Grade Appeals and Grievances (page 142)

Capstone Project/Practicum Continuation Policy

Students needing to extend the time to complete practicum or capstone projects must request 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 credit hours and the fee is equivalent to half-hour of tuition for each session of the extension (maximum of one-hour of tuition per semester).

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 online 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), the Patty Hanks Shelton School of Nursing, 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.

Other Information

For more information, please see the following:

- Graduation (page 142)
- About This Catalog (page 143)
- Legal Notices (page 10)
- Financial Information (page 143)

Graduate School

Carley Dodd, Dean
ACU Box 29140, Abilene, Texas 79699-9140
Hardin Administration Building, Room 216

Phone: 325-674-2223 (in Abilene) or
800-395-4723 (outside Abilene)

Fax: 325-674-6717

Email: gradinfo@acu.edu

Web: www.acu.edu/grad

Philosophy and Mission

The mission of Abilene Christian University is to educate its students for Christian service and leadership throughout the world. The mission of the Graduate School is to 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 in undergraduate and graduate programs in both liberal and professional studies.

Ideally, graduates of baccalaureate programs who have gone through the university curriculum and spent four or more years on campus should:

1. Speak and write effectively in English as a result of clear thinking and extensive reading, writing and observation;
2. Be proficient in planning, calculating, organizing ideas and solving problems;
3. Engage in meaningful and productive careers and/or pursue additional graduate or professional education;
4. Conduct their daily lives in a way that fosters mental and physical health and well-being;
5. Possess a sensitivity to people, an appreciation of the arts and sciences, a sense of history, an international perspective and an understanding of the interrelatedness of things;
6. Function effectively as citizens, workers and educated members of society, providing service and leadership in the activities of home, occupation or profession, church, community, country and the world; and
7. Base their lives on a carefully thought-out philosophy that emphasizes Christian faith and commitment, personal integrity, open-mindedness, respect and concern for all human beings, and a desire to be responsible stewards of personal and natural resources.

Graduate programs at ACU build on these seven undergraduate outcomes in discipline-specific ways. In addition, those who graduate from master's 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.

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.

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 Speech-Language and Hearing Association (ASHA)
- Association of Theological Schools (ATS)
- Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE)
- Commission on Collegiate Nursing Education (CCNE)
- Council on Social Work Education (CSWE)

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)

ACU is also a member of the Council of Graduate Schools, the Council of Southern Graduate Schools and the Texas Association of Graduate Schools.

Degrees Offered

Some degrees have various tracks available.

Doctor of Ministry (DMin)

Master of Accountancy (MAcc)

Master of Arts (MA)

Communication, Conflict Resolution and Reconciliation, English, Global Service, History and Theology, New Testament, Old Testament

Master of Arts in Christian Ministry (MACM)

Master of Divinity (MDiv)

Ministry, Missions

Master of Education (MEd)

Curriculum and Instruction, Leadership of Learning, Higher Education

Master of Liberal Arts (MLA)

Interdisciplinary Studies, Liberal Arts

Master of Marriage and Family Therapy (MMFT)**Master of Science (MS)**

Clinical Psychology, Communication Sciences and Disorders, Counseling Psychology, Organizational and Human Resource Development, Psychology

Master of Science in Nursing (MSN)

Education and Administration, Family Nurse Practitioner

Master of Science in Social Work (MSSW)**Specialist in School Psychology (SSP)****Graduate Certificates**

Biblical Studies, Conflict Resolution, Gerontology, Heritage Development, Leadership of Digital Learning, School Superintendent, Social Services Administration

Graduate courses are also available in several supporting fields. Anyone interested in more information should contact the Graduate School.

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 the Graduate School 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

In making admission decisions, the Graduate School works cooperatively with the various departmental admission committees.

The minimum Graduate School 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 also 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 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 contributing 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 non-refundable. 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

While academic departments and others play a major role in the evaluation of all applicants, official acceptance letters come from the ACU Graduate School. 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 Graduate School 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.

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. The process includes submitting a special graduate application along with a fee and an official undergraduate transcript. Then, each student selects the appropriate courses and is registered for classes by the Graduate School.

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:

- Biblical Studies
- Conflict Resolution
- Gerontology
- Heritage Development
- Leadership of Digital Learning
- School Superintendent
- Social Services Administration

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 must apply and be admitted into that degree program.

Admission Process

Required Materials

To be admitted unconditionally to an ACU graduate program, a student must submit:

1. Application and non-refundable application fee.
2. An 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. Admissions are made on the assumption that applicants will have the bachelor’s degree by the time of matriculation, and if not, the Graduate School admission is void.
3. Official test scores come directly from the testing institutions, if required by program.
 - a. The **GRE** is scored by Educational Testing Services: 800-537-3160 inside the U.S. or Canada, 609-771-7243 outside the U.S. or Canada. Check with Sylvan Learning Centers for testing dates.
 - b. **GMAT** information is available at 800-GMAT-NOW
 - c. The **TOEFL** (Test of English as a Foreign Language) is scored by Educational Testing Services and may be required of students from non-English speaking countries. Information is available at 609-951-1100.
 - d. **IELTS** (International English Language Testing System) information is available at IELTS.org
4. Letters of recommendation from two individuals with knowledge of applicant’s readiness for graduate study.
5. Writing sample according to program guidelines.
6. Additional materials may be required by some departments such as additional correspondence, personal interviews or special tests. Please see specific graduate degree program requirements.

Missing any one of these required elements may delay the admission decision.

Upon admission and prior to enrollment, a student must submit health forms indicating immunization record and a tuberculosis test within the last year.

Admission for International Students

International students applying for admission to the Graduate School

must meet the same admission requirements as other students as outlined above, however, additional requirements also apply:

1. Official TOEFL or IELTS score is required of all applicants from non-English speaking countries (official means it must be sent directly from the testing institution to ACU); minimum scores are 213 on the computer version, 550 on the paper version, 80 on the Internet based version or 6.0 on the IELTS.
2. Financial admission and I-20. After academic admission comes financial admission. International applicants must satisfy all academic admission requirements before a Form I-20 can be issued and before they leave their home countries. Particularly, official academic transcripts of his or her college or university courses must show evidence of completion of a bachelor’s degree equivalent to U.S. degrees.
 - a. Provide an affidavit of support or a statement from the bank of financial responsibility, www.acu.edu/admissions/international/expenses.html
 - b. A deposit is required for students who wish to live in a residence hall.
 - c. When the academic and financial admission is complete, then the I-20 will be issued.

It costs approximately \$32,138 to live in Abilene and to attend ACU for one full year. Unfortunately, the university usually cannot offer financial assistance to international students. However, there are many campus job opportunities. In any case, the student must be able to bear financial responsibility.

Once international students arrive on campus, they are encouraged to meet with their advisors for program details (see other parts of this catalog) and to meet with the international student program advisor. International students are encouraged to join the International Student Association on campus and experience fellowship and fun with up to 300 students and faculty. Welcoming international students is a special part of that process.

Admission to Institute of Intensive English

The Institute of Intensive English is not a graduate program, but is a program that several international post-bachelors degree students take. Students with a Test of English as a Foreign Language (TOEFL) score of 425 (or a computer-based score of 113) may apply to the Institute of Intensive English (IIE) to study English and become more proficient in speaking, reading and writing. Sometimes called English as a Second Language (ESL), the Institute is not graduate school. However, if a student reaches a TOEFL of 550 or above, he or she would be permitted to apply for admission to Graduate School under the same guidelines for admission as stated above.

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 the Graduate School 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	Registered
WP	Withdraw Passing	Not counted
WF	Withdraw Failing	0.0

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 for 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 graduate 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 for 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.

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.

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. Students may also call the Graduate School for assistance with registration.

NOTE: See the Online Schedule Bulletin each semester for dates, deadlines and more complete registration instructions. Failure to complete the registration process appropriately may result in being dropped from all classes.

Transfer of Credit

Graduate credits earned at ACU prior to admission to a degree program may, with the consent of the advisor and the graduate 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 graduate dean and must fall within the time limit for degrees (see *Degree Time Limit* (page 142)). 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. *Graduate courses taken by correspondence may not be transferred to ACU.*

Degree Plan

The number of credit hours for various degrees ranges from 30 to 84. 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 graduate director of his or her major department and develop a degree plan, which is a course guide. 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.

If degree plans are changed during a program, the student is responsible to notify the Graduate School. Degree audits are conducted according to the catalog in effect at the time of enrollment. If problems arise, students are urged to confer with their advisors or, upon request of an advisor, with the dean of the Graduate School.

Changing or Adding a Major

Any student changing degree programs or changing a major within a degree program must notify the Graduate School. Any student changing from a certificate program to a degree program must contact the Graduate School. For students to make a change, the department affected must agree. The *Add/Change Major* form must be sent to the Graduate School. Graduate students are responsible for an up-to-date file concerning course work and correspondence from ACU.

Two or More Master's Degrees

The number of semester hours required for various degrees ranges from 30 to 84. 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 less hours	24 hours
42-59	21
60-84	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 and Project Requirements

Students who are doing a thesis or project are responsible for learning the required process for writing and completing a thesis or project. Students who are writing a thesis or project should obtain a copy of the "ACU Thesis Guide" from the Graduate School. Plan early and follow guidelines and instructions. Students will work with a faculty committee to determine specific requirements for completion.

After students begin formal work on a thesis or projects, 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 each semester (usually fall and spring; summer only if completing) until completion of the thesis/project. Students must contact the Graduate School to enroll. A maximum of 6 credit hours will be awarded for the thesis or project. Each subsequent registration will be for 0 credit hours, and the student will be charged a continuation fee equal to one hour of tuition at the current rate.

Students failing to maintain continuous registration must be readmitted to ACU in order to continue and complete the requirements for the degree as stated in the current catalog. The thesis and course work must be completed within the degree time limit.

Repeating a Course

1. A graduate student may retake a course only one time. *The student must specify that the course is a repeat course at the time of registration.*
2. If a student withdraws from a “repeated” course, it may be taken again.
3. 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.
4. If the previous grade is a “C” or below, the grade will still count against the maximum number of low grades allowed for the degree.

Low Grades

The maximum number of “C’s” allowed in a graduate program falls under the guidelines from the following table. In each case, a GPA of 3.0 must be maintained for completion of a degree.

Hours	Hours of C’s Allowed
<40	6
40-66	9
67+	12

If a student receives a grade of “D” or “F” in a course, this may constitute grounds for probation or suspension. However, if a student is allowed to continue, not only must the course be retaken, but a “D” or “F” is counted against the limit of C’s allowed in a program. Courses in which a student receives a grade of “D” or “F” may not be counted toward the degree.

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 average, he or she may be suspended. Enrollment in a graduate program while on academic probation will not be permitted for more than one 16-week semester.

In the case of suspension, a student may re-apply to the Graduate School after a reasonable length of time as determined in each case by the graduate dean and the department. The student must be able to provide evidence indicating future success. However, re-application does not guarantee admission. The graduate dean, consulting with the department, 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 are not eligible for financial aid. If they do not make satisfactory progress that semester, they are required to withdraw from school.

Incomplete Grades

Professors may assign a grade of “I” (Incomplete) only when illness or some significant reasons prevents the student from completing a course by the end of the semester. An “IP” must be removed during the next 16-week semester following the one for which it was assigned or it will be automatically converted to an “I.” Also, an “I” must be removed during the subsequent 16-week semester or it turns into an “F.” As long as an “I” grade remains on a student’s record, it is counted as an “F” in computing the GPA. Incomplete 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. Exceptions are selected practicum’s, internships, thesis and thesis projects where grades of “IP” remain.

The student is responsible for requesting and completing an “I” when applicable. A student who enrolls in a class and does not attend (or stops attending) but does not officially withdraw is assigned a failing grade for that class.

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 audit a course are normally charged the audit fee according to the university billing practice. Students sometimes later wish to change the audit to a course grade. However, this practice is not permitted.

Dismissal

The ACU Graduate School, through action of the graduate 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 School 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.

Petition forms are available in department offices or in the Graduate School. 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 graduate dean for evaluation and consideration. Most of these requests will be presented to the Graduate Council for approval. The decision of the Graduate Council is final.

Grade Appeals/Grievances

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 advisor, if it is a program matter. 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 graduate dean and finally to the provost whose decision is final.

Preparing for Graduation

Graduation

A degree candidate must submit an Intent to Graduate to the Graduate School prior to beginning of final semester.

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. Degrees are posted on the student’s transcript for the term in which all requirements have been completed. Diplomas are mailed to students after the degree is posted (approximately two months after commencement).

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 must “defend” the thesis in an oral examination.

The comprehensive exam should be arranged through the department four weeks before graduation. The thesis defense should be arranged with the thesis committee five weeks before graduation [some programs have specific examination dates.] The graduate student should consult his or her graduate advisor for specific departmental examination requirements and schedules, noting that summer schedules can be difficult scheduling times. The student should obtain a Comprehensive Examination Application from the Graduate School before the examination date. After the exam, the department returns the form to the Graduate School to report examination results.

Clear Student Account

Check with Student Financial Services to clear or make arrangements for any outstanding balance before graduation.

Degree Posting, Transcript, and Diploma

When all requirements for the degree have been met, including the final copy of the thesis, etc., the degree will be posted, and a transcript showing the degree may be requested. Diplomas are ordered as soon as degrees are posted following each graduation date and should be mailed within two months. It is imperative that students leave a correct forwarding address. At the time of degree posting, if any requirement has not been met, the student will automatically be deferred to the next graduation cycle and will need to notify the Graduate School when requirement have been completed.

Financial Assistance**Grants**

ACU participates in the following grant programs for graduate students:

- TEG – Tuition Equalization Grant (for Texas residents only as available)

Scholarships

Departmental scholarships are offered through the various departments. For more information regarding these scholarships, contact the department of interest.

Graduate Assistantships

Graduate Assistants (GA's) at Abilene Christian University fall into three categories according to major responsibilities:

1. Academic support, including clerical work.
2. Research.
3. Teaching.

Upon employment, GA's are given a letter clearly stating responsibilities, remuneration, and the expectations of the department and of the professor to whom they are assigned. Remuneration includes a stipend and tuition reduction. Both full- and part-time assistantships are available.

Selection

Graduate assistants are chosen on a competitive basis. Students apply through the Graduate School 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. Students should direct inquiries about graduate assistantships to the Graduate School.

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 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. All graduate teaching assistants are also under the oversight of the Graduate School.

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.

About This Catalog

The information provided in this catalog is current as of June 2012. 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 graduate dean, the college deans, department chairs and faculty advisors.

Each student at Abilene Christian University, however, is ultimately responsible for understanding and fulfilling all degree requirements.

Accounting

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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. 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. 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. Two letters of recommendation;
6. GPA of 3.00 from a college or university in the United States;
7. A satisfactory GMAT score (generally a 50th 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.

Requirements for the MAcc degree are:

1. Accounting core, 24 hours:
 - MACC 603 Contemporary Issues in Accounting Theory
 - MACC 605 Financial Statement Analysis
 - MACC 609 Advanced Auditing
 - MACC 610 Advanced Topics in Financial Accounting and Reporting
 - MACC 611 Accounting for Governmental and Non-Profit Entities
 - MACC 621 Advanced Financial Management
 - MACC 622 Ethics and the Accounting Profession
 - MACC 624 Advanced Accounting Information Systems
2. Graduate (non-COBA) electives, 6 hours: consult with advisor.

Communication

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Faculty

Jonathan Camp, *Assistant Professor*
 Joe Cardot, *Professor*
 Kristina Davis, *Assistant Professor*
 Carley Dodd, *Professor*
 Paul Lakey, *Professor*
 Lauren Lemley, *Assistant Professor*
 Cindy Roper, *Associate Professor*
 Lynette Sharp Penya, *Associate Professor*
 J.D. Wallace, *Professor*

Introduction

The Department of Communication at Abilene Christian University offers a Master of Arts (MA) degree in communication. Areas of concentration are organizational communication, interpersonal/intercultural communication and persuasion and public advocacy.

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 Ph.D. 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 the MA in communication 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 satisfactory GRE score;
6. An essay describing their purpose for pursuing a graduate degree in communication;
7. A writing sample representing high quality work (e.g. term paper).

COMMUNICATION (MA)

Major Code: COMS

The Master of Arts degree in communication requires 36 hours. The 36 hours includes two research tools courses and allows a thesis for 3 hours or a non-thesis option. An oral defense of the thesis and related course work is required with the thesis option while the non-thesis option requires an oral comprehensive examination. Students may

retake the applicable exam only once more if they fail on the first attempt.

Prerequisites

The communication degree requires a baccalaureate degree from a regionally accredited institution. Applicants normally must have completed at least 18 hours in communication. Consideration is given to hours earned in related areas.

Requirements for the MA in communication are:

1. Communication core, 9 hours:
 - COMS 620 Communication Research Methods
 - COMS 636 Seminar in Communication Theory
 - COMS 687 Principles of Rhetorical Criticism
2. Selection, 27 hours:

(Students may choose to select courses in one or two areas of concentration. 12-15 hours is required for each concentration. 6 hours of thesis may be taken as part of concentrations a-c. Courses from other departments must be approved by the graduate advisor.)

 - a. Organizational communication emphasis:
 - COMS 508 Crisis Communication
 - COMS 521 Leadership and Communication
 - COMS 543 Business and Professional Communication
 - COMS 583 Communication in Multi-National Organizations
 - COMS 585 Organizational Communication
 - COMS 586 Training and Development
 - COMS 642 Seminar in Communication: Interviewing
 - COMS 685 Seminar in Organizational Communication
 - COMS 686 Communication Consulting and Assessment
 - b. Interpersonal/intercultural communication emphasis:
 - COMS 536 Nonverbal Communication
 - COMS 545 Intercultural Communication
 - COMS 550 Gender Communication
 - COMS 576 Family Communication
 - COMS 583 Communication in Multi-National Organizations
 - COMS 641 Seminar in Interpersonal Communication
 - COMS 675 Seminar: Persuasion and Social Change
 - COMS 683 Cultural Case Studies
 - c. Persuasion and public advocacy emphasis:
 - COMS 508 Crisis Communication
 - COMS 515 Political Communication
 - COMS 521 Leadership and Communication
 - COMS 575 Persuasion and Attitude Change
 - COMS 591 Rhetorical Theory
 - COMS 675 Seminar: Persuasion and Social Change
3. Comprehensive exam or thesis defense.

Communication Sciences and Disorders

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Faculty

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 Terry Baggs, *Assistant Professor*
 Denise Barnett, *Assistant Professor*
 Brenda Bender, *Associate Professor*
 MaLesa Breeding, *Professor*
 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. The MS in communication sciences and disorders is a 52-hour non-thesis program consisting of 36 hours of academic preparation and 16 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.

Admission Requirements

Enrollment is limited to applicants who will be full-time students. The admission requirements for the MS program in communication sciences and disorders 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. 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);

6. Writing sample;
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 the preceding February 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 the Graduate School, 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 Graduate School, the Committee may recommend conditional admission for an applicant who does not meet all admission criteria.

COMMUNICATION SCIENCES AND DISORDERS (MS)

Major Code: CSD

Requirements for the MS degree in communication sciences and disorders are:

1. Core courses (39 hours); Practicum (13 hours)	
YEAR 1	
Fall	
COMP 602	Aphasia
COMP 610	Language Disorders in Children
COMP 620	Communication Research Methods
COMP 659	Diagnostic and Therapeutic Theory
COMP 693	Clinical Practicum
Spring	
COMP 601	Phonological Disorders
COMP 603	Motor Speech Disorders
COMP 613	Dysphagia and Related Disorders
COMP 693	Clinical Practicum
Summer	
COMP 608	Multi-Cultural Issues in Speech-Language Pathology
COMP 693	Clinical Practicum (Variable credit: 1 or 3 hours)
YEAR 2	
Fall	
COMP 604	Voice Disorders
COMP 606	Fluency Disorders
COMP 661	Special Problems in Speech Pathology and Audiology
COMP 694	Advanced Clinical Practicum
Spring	
COMP 670	Seminar in Speech Pathology: Professional Ethics
COMP 670	Seminar in Speech Pathology: Capstone
COMP 694	Advanced Clinical Practicum
2. Comprehensive Exam	

Conflict Resolution

Garry Bailey, *Academic Director*
 Duncum Center for Conflict Resolution
 ACU Box 27770
 1541 N. Judge Ely Boulevard
 Abilene, Texas 79699-7770

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 800-395-4723 (outside of Abilene)
 Fax: 325-674-2427
 Email: conflictresolution@acu.edu
 Web: www.acu.edu/conflict

Faculty

Garry P. Bailey, *Associate Professor and Academic Director*
 Joe L. Cope, *Executive Director*
 Matthew J. Dodd, *Assistant Professor*

Adjunct Faculty who teach in this program:
 Robert Otey
 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

Requirements for the MA in conflict resolution and reconciliation are:

FOUNDATION (6 HOURS)

CONR 605 Negotiation and Mediation

MAJOR REQUIREMENTS (24 HOURS)

CONR 601 Conflict Theory and Communication
 CONR 610 Managing Conflict in the Workplace *or*
 CONR 615 Managing Conflict in Schools *or*
 BIBM 645 Managing Conflict in Churches
 CONR 630 Advanced Mediation: Marital Disputes
 CONR 612 Conflict Management Systems Design
 CONR 635 Identity, Culture, and Conflict
 CONR 637 Dispute Resolution and the Legal System
 CONR 638 Ethics and Conflict Resolution
 MGMT 636 Organizational Behavior

RESIDENCY SESSION

PRACTICUM (6 HOURS)

CONR 643 Practicum (6) *or*
 CONR 643 Practicum (3) *and*
 CONR 645 Practical Skills and Theory in
 Conflict Resolution (3) (not online)

CONR 643 Practicum and CONR 645 Practical Skills and Theory may be started after the student has successfully completed CONR 605, Residency Session, and nine additional hours.

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 Duncum Center for Conflict Resolution also offers a 12-credit hour graduate certificate in conflict resolution designed specifically for educators. This unique program includes on-line 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 Leadership of Learning 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 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

Requirements for the certificate in conflict resolution are:

FOUNDATION (6 HOURS) CONR 605 Negotiation and Mediation
REQUIRED (3 HOURS) CONR 601 Conflict Theory and Communication
ELECTIVES (6 HOURS) CONR 610 Managing Conflict in the Workplace CONR 612 Conflict Management Systems Design CONR 615 Managing Conflict in Schools CONR 630 Advanced Mediation: Marital Dispute CONR 635 Identity, Culture, and Conflict CONR 637 Dispute Resolution and the Legal System BIBM 645 Managing Conflict in Churches (not online)
RESIDENCY SESSION

CERTIFICATE IN CONFLICT RESOLUTION FOR EDUCATORS (CER)

Major Code: CCRE

Requirements for the certificate in conflict resolution for educators are:

Admission Requirements

The admission requirements for the Certificate in Conflict Resolution for Educators 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 in education or related field from a regionally accredited college or university or equivalent;
3. Submit official transcripts showing all previous college work;
4. A cumulative undergraduate approximate B average or above in the area of focus or related area and evidence of an overall productive GPA;
5. Submit a current resume;
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 and;
9. Have access to a K-12 school or school district.

FOUNDATION (6 HOURS) CONR 605 Negotiation and Mediation
REQUIRED (6 HOURS) CONR 601 Conflict Theory and Communication CONR 615 Managing Conflict in Schools
RESIDENCY SESSION

Graduate Certificate in Heritage Development (CER)

Major Code: CHD

Note: This program is a face-to-face program, not online.

Admission Requirements

Admission requirements for the Graduate Certificate in Heritage Development are as follows:

1. A completed 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 and evidence of an overall productive GPA;
4. A current resume;
5. A 1-2 page written purpose statement on the social value of heritage development.

This graduate certificate will give students an understanding of theories and processes for advising individuals and families about intergenerational heritage development including establishing a family legacy, managing life changes and the conflicts that result. Emphasis is placed on critical and analytical thinking, communication and facilitation processes, developing a strategic vision, leading organizational change, and applying theories and skills in heritage development.

The 15 credit-hour graduate program may be completed in approximately one year. The course design is 4 intensive face-to-face format courses with pre-class and post-class assignments plus a practicum experience that spans the study period. Travel, food and lodging are the responsibility of the student.

Requirements for the Certificate in Heritage development are:

Certificate in Heritage Development (15 hours)
CONR 651 Critical Thinking and Analysis
CONR 653 Communication and Facilitation
CONR 655 Strategic Vision and Planning
CONR 657 Practicum in Heritage Development
COMS 631 Leading Organizational Change

Education

Bruce Scott, *Interim Chair*
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Faculty

Lloyd Goldsmith, *Professor*
Karen Maxwell, *Assistant Professor*
Bruce Scott, *Assistant Professor*
Donnie Snider, *Associate Professor*

Introduction

The Abilene Christian University Department of Graduate Studies in Education offers a Master of Education (MEd) degree in the following areas:

- Curriculum and Instruction
- Leadership of Learning (Principalship and other leadership roles)
- Higher Education (see the *Higher Education* section of this catalog (page 154))

The department also offers certification as a superintendent beyond leadership of learning (school principal certification). Students in the Leadership of Learning and Curriculum and Instruction program will 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 Department of Graduate Studies in Education at ACU 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. With a student-faculty ratio of 17:1, each student receives individual attention from top-quality faculty members.

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 Curriculum and Instruction or Leadership of Learning 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 in education or related field from a regionally accredited college or university or equivalent;
3. Submit official transcripts showing all previous college work;
4. A cumulative undergraduate approximate B average or above in the area of focus or related area and evidence of an overall productive GPA;
5. Submit a current resume;
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 and;
9. Have access to a K-12 school or school district.

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.

GRADUATE PROGRAMS

LEADERSHIP OF LEARNING (MEd)

Major Code: LEAD

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.

Requirements for the MEd in leadership of learning, 39-hour non-thesis program, are:

MEd in Leadership of Learning (39 hour non-thesis program)	
Core Courses (27 hours)	
EDUC 660 Practicum/Capstone in the School Principalship	
EDUC 680 Allocating Resources and Structuring the School for Learning	
EDUC 681 Nurturing School Culture to Create a Learning Community	
EDUC 682 School Law, Ethics and the Learning Community	
EDUC 683 Implementing Continuous Improvement	
EDUC 684 Meeting the Learning Challenge	
EDUC 686 Reframing Learning	
EDUC 687 Managing Data to Improve Student Learning	
EDUC 688 Creating an Effective Learning Environment	
Specialization (12 hours) (choose one track)	
Conflict Resolution	Leadership of Digital Learning
CONR 601 Conflict Theory and Communication	EDUC 651 Leading Continuous Improvement of Digital Learning
CONR 605 Mediation and Negotiation (6-hours)	EDUC 652 Leading Evolving Digital Learning Systems
CONR 615 Managing Conflict in Schools	IT 651 Leading IT Innovation in Education: Problem Analysis
*Residency Session (optional) *One-week residency session required for students seeking the Certificate in Conflict Resolution for Educators.	IT 652 Leading IT Innovation in Education: Solution Analysis

CURRICULUM AND INSTRUCTION (MEd)

Major Code: CURI

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.

Requirements for the MEd in curriculum and instruction, 36-hour non-thesis, program are:

MEd in Curriculum and Instruction (36 hour non-thesis program)		
Core Courses (24 hours)		
CONR 605 Mediation and Negotiation (6-hours)		
EDUC 661 Capstone in Curriculum and Instruction		
EDUC 683 Implementing Continuous Improvement		
EDUC 684 Meeting the Learning Challenge		
EDUC 686 Reframing Learning		
EDUC 687 Managing Data to Improve Student Learning		
EDUC 688 Creating an Effective Learning Environment		
Specialization (12 hours) (choose one track)		
21st Century Teaching	Leadership of Digital Learning	Special Education
CONR 601 Conflict Theory and Communication	EDUC 651 Leading Continuous Improvement of Digital Learning	SPED 577 Teaching Students with High Incidence Disabilities
CONR 615 Managing Conflict in Schools	EDUC 652 Leading Evolving Digital Learning Systems	SPED 674 Emotional and Behavioral Disorders in Children
EDUC 621 Overcoming Learning Barriers	IT 651 Leading IT Innovation in Education: Problem Analysis	SPED 681 Teaching Students with Low Incidence Disabilities
EDUC 622 Theories and Strategies of Integrating Technology	IT 652 Leading IT Innovation in Education: Solution Analysis	SPED 684 Assessment in Special Education

Certificate of Graduate Study

Certificate in Leadership of Digital Learning (CER)

The Online Certificate in Leadership of Digital Learning is a 12-hour program designed to prepare students to be educational leaders who promote digital innovation for all students in safe and productive learning environments. The mission of the Certificate in Leadership of Digital Learning is to educate students.

Admission Requirements

Admission requirement for the Certificate in Leadership of Digital Learning are as follows:

1. A completed application and 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 official transcripts showing all previous college work;
5. Submit a current resume;
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.

Requirements for the 12-hour certificate in Leadership of Digital Learning are:

Certificate in Leadership of Digital Learning (12 hours)
EDUC 651 Leading Continuous Improvement of Digital Learning
EDUC 652 Leading Evolving Digital Learning Systems
IT 651 Leading IT Innovation in Education: Problem Analysis
IT 652 Leading IT Innovation in Education: Solution Analysis

CERTIFICATE IN CONFLICT RESOLUTION FOR EDUCATORS (CER)

The Center for Conflict Resolution offers a 12-hour graduate certificate in Conflict Resolution designed especially for educators. This unique program includes on-line 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 the 12 hours toward the Master of Education in Leadership of Learning 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

Admission requirement for the certificates in Conflict Resolution 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 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 official transcripts showing all previous college work;
5. Submit a current resume;
6. Two letters of recommendation;
7. 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 in education.

Requirements for the 12-hour certificate in conflict resolution for educators are:

Certificate in Conflict Resolution for Educators (12 hours)
CONR 601 Conflict Theory and Communication
CONR 605 Mediation and Negotiation (6-hours)
CONR 615 Managing Conflict in Schools
Residency Session – Requires travel to one-week residency session location.

SUPERINTENDENT CERTIFICATION

15 hours in addition to the principal certification

Major Code: SUPT

Admission Requirements

Admission requirements for the superintendent certification are as follows:

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 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. Submit official transcripts showing all previous college work;
5. Submit a current resume;
6. Two letters of recommendation;
7. A purpose statement.
8. Have access to a K-12 school or school district.

Requirements for the superintendent certification are:

Superintendent Certification (15 hours)

EDUC 656 School Finance

EDUC 668 Practicum/Capstone in the School Superintendent

EDUC 672 Educational Facilities

EDUC 674 Policy and Politics in Education

EDUC 676 District Instructional Leadership

Teacher candidates matriculating into the M.Ed. for Teaching and Learning will not student teach at the undergraduate level. EDUC 490 will be waived for these students with completion of the first six hours of the masters and their undergraduate degree reduced by 6 hours. Certification can then be granted after the completion of student teaching as part of the masters.

¹This cohort program with all students moving through as a cohort.

The first summer courses may be offered in varying order.

²EDUC 691 will be taken twice for a total of six hours.

M. Ed. in Teaching and Learning

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 articulate into the program in the final spring semester of their undergraduate program. The degree is a 30-hour master's with an additional 6 graduate-level hours included as part of the undergraduate program.

The M.Ed. in teaching and learning includes an emphasis on inquiry-based practice, providing teacher candidates with 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 M.Ed. 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 M.Ed. 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 be admitted in good standing to the Teacher Education Program.
3. Candidates must have no score below 3 on the Student Teaching Application Dispositions Review.
4. Candidates must successfully complete the Student Teaching Application E-portfolio Review.

M.Ed: Teaching and Learning

Major Code: METL

Spring of Senior YearEDUC 653 Educational Research¹ (3)SPED 577 Teaching Students with High Incidence Disabilities¹ (3)**Summer**EDUC 622 Theories and Strategies for Integrating Teaching *or*

CONR 615 Managing Conflict in the Schools (3)

EDUC 688 Creating Effective Learning Environments (3)

SPED 674 Emotional and Behavioral Disorders in Children (3)

SPED 681 Teaching Students with Low Incidence Disabilities (3)

Fall

EDUC 687 Managing Data to Improve Student Learning (3)

EDUC 691 Education Workshop (3)

Spring

EDUC 686 Reframing Learning (3)

EDUC 691 Education Workshop² (3)**Summer**

EDUC 621 Overcoming Learning Barriers (3)

Notes for Councils:

English

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B. Cole Bennett, *Associate Professor*

Laura Carroll, *Associate Professor*

William Carroll, *Associate Professor*

Mikee Delony, *Assistant Professor*

Kyle Dickson, *Associate Professor*

Albert Haley, *Associate Professor*

Dana McMichael, *Associate Professor*

Steven T. Moore, *Assistant Professor*

William Rankin, *Associate Professor*

Michelle Sanders, *Assistant Professor*

Nancy Shankle, *Professor*

Joseph F. Stephenson, *Assistant Professor*

Jeanine Varner, *Professor*

Paul Varner, *Scholar-in-Residence*

Stephen R. Weathers, *Associate Professor*

Christian Willerton, *Professor*

Debbie Williams, *Associate Professor*

Introduction

Graduate courses in English at ACU are aimed primarily at preparing students for entry in PhD programs or 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 six 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. 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. An official GRE score;
6. Competence in a second language approved by the English graduate advisor (usually demonstrated through the completion of sophomore-level foreign language courses); 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.
8. 12 hours of upper-division English courses.

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

Requirements for the MA in English, literature track, 36-hour thesis/non-thesis program are:

1. Core, 9 hours:
 - ENGL 613 Literary Theory and Faith
 - ENGL 652 Rhetorical Theory and Praxis
 - ENGL 600 Guided Study in Intensive Research
2. Literature, 9 hours
 - ENGL 620 Literary Research Methods and Publication
 - ENGL 631 Contexts: Studies in a Single Author
 - ENGL 633 Connections: Studies in a Literary Period
3. Discourse Studies, 0-9 hours:
 - ENGL 530 Advanced English Grammar
 - ENGL 532 Introduction to Linguistics
 - ENGL 622 Rhetoric and Belief
 - ENGL 623 Discourse Theory
 - ENGL 624 Non-Traditional Rhetoric
4. Writing, 0-6 hours:
 - ENGL 520 Creative Nonfiction Workshop
 - ENGL 522 Fiction Workshop
 - ENGL 523 Poetry Workshop
5. General literature, 0-9 hours:
 - ENGL 571 Literature and Belief
 - ENGL 576 Fiction
 - ENGL 577 Drama
 - ENGL 578 Poetry
 - ENGL 615 World Literature
6. American literature, 6-12 hours
 - ENGL 562 American Literature to 1860
 - ENGL 563 American Literature after 1860
 - ENGL 564 American Novel
 - ENGL 570 Multicultural Literature
 - ENGL 610 Studies in American Literature (*may be repeated up*

to 9 hours)

ENGL 631 Contexts: Studies in a single author when author is from American literature.

7. British literature to 1789, 3-12 hours:

ENGL 581 Medieval British Literature

ENGL 583 Shakespeare

ENGL 584 17th-Century British Literature

ENGL 612 Studies in British Literature (*may be repeated up to 9 hours)*

ENGL 631 Contexts: Studies in a single author when author is from British literature before 1789.

8. British literature after 1789, 3-12 hours

ENGL 595 18th Century British Literature

ENGL 596 19th Century British Literature

ENGL 597 20th Century British Literature

ENGL 612 Studies in British Literature

ENGL 631 Contexts: Studies in a single author when author is from British literature after 1789.

9. Support field, 0-6 hours

10. Thesis credits, 6 hours (optional)

11. Comprehensive Exams

ENGLISH – COMPOSITION/RHETORIC TRACK (MA)

Major Code: ENGL

Requirements for the MA in English, composition/rhetoric track, 36-hour thesis/non-thesis program are:

1. Core, 9 hours
 - ENGL 613 Literary Theory and Faith
 - ENGL 652 Rhetorical Theory and Praxis
 - ENGL 600 Guided Study in Intensive Research
2. Rhetoric/Composition, 9 hours
 - ENGL 622 Rhetoric and Belief
 - ENGL 623 Discourse Theory
 - ENGL 625 Literary Research Methods and Publication
3. Discourse Studies, 0-12 hours
 - ENGL 530 Advanced English Grammar
 - ENGL 532 Introduction to Linguistics
 - ENGL 558 Teaching English as a Second Language
 - ENGL 624 Non-Traditional Rhetoric
4. Writing, 0-9 hours
 - ENGL 520 Creative Nonfiction Workshop
 - ENGL 522 Fiction Workshop
 - ENGL 523 Poetry Workshop
 - ENGL 525 Advanced Composition
 - ENGL 526 Business and Professional Writing
 - ENGL 540 Special Topic: Playwriting
5. Literature, 3-9 hours
 - ENGL 562 American Literature to 1860
 - ENGL 563 American Literature after 1860
 - ENGL 564 American Novel
 - ENGL 570 Multicultural Literature
 - ENGL 571 Literature and Belief
 - ENGL 572 Film and Belief
 - ENGL 576 Fiction
 - ENGL 577 Drama
 - ENGL 578 Poetry
 - ENGL 581 Medieval British Literature
 - ENGL 583 Shakespeare
 - ENGL 584 17th Century British Literature
 - ENGL 595 18th Century British Literature
 - ENGL 596 19th Century British Literature
 - ENGL 597 20th Century British Literature
 - ENGL 610 Studies in American Literature (*may be repeated up*

to 9 hours)

ENGL 612 Studies in British Literature (*may be repeated up to 9 hours)*

ENGL 615 World Literature

6. Support field, 0-6 hours

7. Thesis credits, 6 hours (optional)

8. Comprehensive Exams

ENGLISH – WRITING TRACK (MA)

Major Code: ENGL

Requirements for the MA in English, writing track, 36-hour thesis program are:

1. Core, 6 hours
 - ENGL 613 Literary Theory and Faith
 - ENGL 652 Rhetorical Theory and Praxis
2. Writing, 12-15 hours
 - ENGL 520 Creative Nonfiction Workshop
 - ENGL 522 Fiction Workshop
 - ENGL 523 Poetry Workshop
 - ENGL 525 Advanced Composition
 - ENGL 526 Business and Professional Writing
 - ENGL 540 Special Topic: Playwriting
3. Language, 0-9 hours:
 - ENGL 529 Rhetoric as Written Discourse
 - ENGL 530 Advanced English Grammar
 - ENGL 532 Introduction to Linguistics
 - ENGL 558 Teaching English as a Second Language
4. Literature, 0-9 hours:
 - ENGL 551 Literature for Young Adults
 - ENGL 562 American Literature to 1860
 - ENGL 563 American Literature after 1860
 - ENGL 564 American Novel
 - ENGL 570 Multicultural Literature
 - ENGL 571 Literature and Belief
 - ENGL 572 Film and Belief
 - ENGL 576 Fiction
 - ENGL 577 Drama
 - ENGL 578 Poetry
 - ENGL 581 Medieval British Literature
 - ENGL 583 Shakespeare
 - ENGL 584 17th Century British Literature
 - ENGL 595 18th Century British Literature
 - ENGL 596 19th Century British Literature
 - ENGL 597 20th Century British Literature
 - ENGL 610 Studies in American Literature (*may be repeated up to 9 hours)*
 - ENGL 612 Studies in British Literature (*may be repeated up to 9 hours)*
 - ENGL 615 World Literature
5. Support field, 0-6 hours
6. Thesis credits, 6 hours
7. Comprehensive Exams, Guided Study 0-3 hours

Gerontology

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Interdisciplinary Faculty

Denise Barnett, *Assistant Professor of Communication Sciences and Disorders*

Heidi Morris, *Adjunct Instructor Family Studies*

Charlie Pruett, *Associate Professor of Gerontology*

Steven Wages, *Associate Professor 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 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. A personal interview with the Director of the Pruett Gerontology Center.

Gerontology (Grad)

Major Code: GERO

Requirements for the Graduate Certificate in Gerontology are:

1. Gerontology core, 9 hours:
 GERO 550 Sociology of Aging
 GERO 552 Adult Development and Aging
 GERO 690 Gerontology Practicum
2. Electives, 9 hours graduate work approved by advisor

Higher Education

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Faculty

Jeff Haseltine, *Associate Professor*

Jan Meyer, *Assistant Professor*

Jason Morris, *Associate Professor*

Jean-Noel Thompson, *Assistant Professor*

Introduction

The Master of Education in Higher Education, with an emphasis in college student affairs and conflict management, is a 36-hour program designed to prepare you 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 you 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. 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 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

Requirements for the MEd in higher education are:

1. Core courses – online and residential tracks (21 hours)
 - HIED 611 Foundations of Higher Education
 - HIED 613 Introduction to Student Services
 - HIED 621 Research and Assessment in Higher Education
 - HIED 622 College Students and Student Developmental Theory
 - HIED 632 Spiritual Development in College Students
 - HIED 635 Higher Education Resource Management
 - HIED 643 Legal and Ethical Issues in Higher Education
2. Online track (Emphasis Conflict Management)
 - CONR 601 Conflict Theory and Communication
 - CONR 605 Negotiation and Mediation
 - CONR 610 Managing Conflict in the Workplace
 - HIED 695 Internship with Embedded Capstone
3. Residential track (Emphasis in College Student Development) 15 hours
 - HIED 623 Individual, Group and Organizational Interventions
 - HIED 641 Trends, Issues and Problems in Higher Education (Capstone)
 - HIED 693 Supervised Practicum
 - SOCI 542 Cultural Diversity
 - Elective – Choose (with approval) a course with an emphasis in student or human development

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 with the Graduate

School 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 graduate dean.

Each degree program operates under the general supervision of the dean of the Graduate School. 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 graduate 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. 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. 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 the Graduate School.

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 graduate dean. Specific courses may be required to build research competencies.
3. At least 36 hours meeting the general requirements of the Graduate School (including at least 50 percent at the 600 level or above) and the following guidelines:
 - a. Three academic divisions: the program must include courses from at least three 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 12 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 graduate 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 Graduate School.
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 School.

Marriage and Family Therapy

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Faculty

Dale Bertram, *Professor*
 Jaime Goff, *Associate Professor*
 Sara Blakeslee, *Assistant Professor*
 Tom Milholland, *Professor*

Supervising clinical faculty:

Kurt Boyland
 Cara Flanders
 Janet Jergins
 Steve Rowlands
 Steve Willis

Faculty from other departments who teach in this program:

Steve Allison, *Associate Professor of Psychology*
 Richard Beck, *Associate Professor of Psychology*
 Scott Perkins, *Associate 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 in Marriage and Family Therapy (MMFT) degree.

The 60-hour Marriage and Family Therapy 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 Members 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 normally meet the necessary requirements for an upgrade in their membership from student to associate, and then to clinical membership status in AAMFT. Graduates also normally 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 wide variety of problems. Most internships are conducted in the department's clinical facilities with 11 therapy rooms equipped with closed-circuit color television cameras and phone-in supervision capabilities.

A second emphasis within the department is research. 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.

Admission Requirements

Admission to the program is on a competitive basis. The admission requirements for the MMFT 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. A minimum GRE score of 280 (revised);
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. Psychological testing;
8. Completion of a psychosocial history;
9. A quality of life that reflects high moral standards;
10. A writing sample; and
11. An on-campus interview with the faculty. The personal interview for applicants residing outside the continental United States can be done via telephone and/or video recording.

When all required materials are assembled, 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: MFTH

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.

Requirements for the MMFT are:

1. Marital and family systems, 3 hours:
BMFT 639 Family Theory/General Systems Theory
2. Marital and family therapy, 15 hours:
BMFT 610 Couples Therapy
BMFT 641 Family Therapy I
BMFT 645 Marital and Family Assessment
BMFT 651 Sexual Therapy
BMFT 661 Family Therapy II
3. Individual development, 12 hours:
BMFT 662 Family Life Cycle
BMFT 663 Cultural Diversity in Marriage and Family Therapy
BMFT 665 Family Therapy Across the Life-Cycle
PSYC 682 Advanced Psychopathology
4. Professional studies, 3 hours:
BMFT 643 Professional Ethics and the Law
5. Supervised clinical practice, 15 hours:
BMFT 601, 602, 603, 604, 605
6. Research, 3 hours:
SOCI 615 Social Research
7. Additional courses, 6 hours:
BIBM 696 Theological Perspectives on Human Behavior
BMFT 634 Addictive Disorders
8. One elective from a related area in the university with the approval of the Department Chair:
PSYC 657 Multivariate Statistics
PSYC 620 Group Psychotherapy
BIBM 609 Healthcare Ministry
BMIS 640.W1 Reading and Engaging Contemporary Cultures
BMIS 640.W2 Intercultural Leadership
9. Comprehensive Exam.

Degree Sequence	
YEAR 1	
Fall	
BMFT 639 BMFT 610 BMFT 601 BMFT 641	Family Theory Couples Therapy Pre-Internship Family Therapy I
Spring	
BMFT 602 BMFT 645 BMFT 662 PSYC 682	Internship I Marriage and Family Assessment Family Life Cycle Advanced Psychopathology
Summer	
BMFT 665 BMFT 643	Family Therapy Across the Life Cycle Professional Ethics and the Law
YEAR 2	
Fall	
SOCI 615 BMFT 663 BMFT 603 BMFT 634	Social Research Cultural Diversity in Marriage and Family Therapy Internship II Addictive Disorders
Spring	
BMFT 651 BMFT 661 BMFT 604	Sexual Therapy Family Therapy II Internship III Elective from related area in the university.
Summer	
BMFT 605 BIBM 696	Internship IV Theological Perspectives on Human Behavior
Comprehensive Exam	

Organizational and Human Resource Development

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Faculty

Faculty from various departments who teach in this program:
 Garry Bailey, *Associate Professor of Conflict Resolution*
 Jonathan Camp, *Assistant Professor of Communication*
 Joe Cardot, *Professor of Communication*
 Joe L. Cope, *Associate Professor of Conflict Resolution*
 Matthew Dodd, *Assistant Professor of Conflict Resolution*
 Paul Lakey, *Professor of Communication*
 Mark Phillips, *Assistant Professor of Management Sciences*
 Cynthia Roper, *Associate Professor of Communication*
 Phillip Vardiman, *Assistant Professor of Management Sciences*

Introduction

The Department of Communication offers the Master of Science (MS) degree in organizational and human resource development (OHRD). The MS in OHRD 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

For admission criteria, please refer to the *Graduate School Admission Requirements* section of this catalog (page 138). In addition to the general Graduate School requirements, applicants to the MS in organizational and human resource development must submit a two-page, typed purpose statement describing career goals, professional interests and reasons for wanting to enter the OHRD program.

ORGANIZATIONAL AND HUMAN RESOURCE DEVELOPMENT (MS)

Major Code: OHRD

The Master of Science degree in organizational and human resource 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.

Admission Requirements

Admission requirements for the MS in organizational and human resource development 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 two-page, typed purpose statement describing career goals, professional interests and reasons for wanting to enter the OHRD program;
6. Current resume.

Requirements for the OHRD are:

1. Communication (15 hours):
 COMS 545 Intercultural Communication
 COMS 586 Human Resource Training and Development
 COMS 631 Leading Organizational Change
 COMS 675 Seminar in Persuasion and Social Change
 COMS 697 OHRD Capstone
2. Management Sciences (6 hours):
 MGMT 532 Human Resource Management
 MGMT 636 Organizational Behavior
3. Conflict Resolution (15 hours - Allows option to gain Certificate in Conflict Resolution)
 CONR 601 Conflict Theory and Communication
 CONR 605 Negotiation and Mediation
 CONR 610 Managing Conflict in the Workplace
 CONR 612 Conflict Management Systems Design

Psychology

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Faculty

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Billy Jones, *Professor*

David McAnulty, *Director*

Robert McKelvain, *Professor*

Larry Norsworthy, *Professor*

Scott Perkins, *Professor*

Jennifer Shewmaker, *Associate Professor*

Rachel Team, *Assistant Professor*

ACU Psychology Clinic:

Cherisse Flanagan, *Director*

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 is approved by the National Association of School Psychologists.

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 clinical psychology and counseling psychology programs are 48-hour professional training programs that include 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. Failure to follow course sequencing may significantly lengthen the time required to complete the degree.

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 national certification 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 145 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 and 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 3.5-4.0. 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. The Department of Psychology does not consider the GRE or other tests as part of its admission requirements;
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, or 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 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 English and American culture to provide services to clients in practicum settings.

Application Deadlines

All applicants who qualify for unconditional admission will be accepted on a priority basis until March 30. Applicants who qualify for probational 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.

CLINICAL PSYCHOLOGY (MS)

Major Code: CPSY

The Master of Science degree in clinical psychology is designed to prepare graduates for professional employment with supervision in various areas of psychology, to begin a college teaching career and/or to continue in further graduate study. This 48-hour program includes a set of core or required courses, elective selections, practicum experiences and a thesis project.

Requirements for the MS in clinical psychology are:

1. Psychology core, 21 hours:
 - PSYC 610 Psychotherapy
 - PSYC 612 Clinical Research Methods
 - PSYC 648 Advanced Psychotherapeutic Techniques
 - PSYC 650 Ethics and Issues in Professional Psychology
 - PSYC 657 Multivariate Statistics
 - PSYC 660 Clinical Assessment
 - PSYC 682 Advanced Psychopathology
2. Electives, 15 hours: approved by graduate advisor or department chair.
3. Practicum, 6 hours: PSYC 690, 692.
4. Thesis, 6 hours.

COUNSELING PSYCHOLOGY (MS)

Major Code: PSCO

The program in counseling psychology is also a 48-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. Licensure as a professional counselor and entrance into doctoral programs in counseling psychology are also options.

Requirements for the MS in counseling psychology are:

1. Psychology core, 18 hours:
 - PSYC 610 Psychotherapy
 - PSYC 612 Clinical Research Methods
 - PSYC 648 Advanced Psychotherapy Techniques
 - PSYC 650 Ethics and Issues in Professional Psychology
 - PSYC 660 Clinical Assessment
 - PSYC 682 Advanced Psychopathology
2. Electives, 24 hours: approved by graduate advisor or department chair.
3. Practicum, 6 hours: PSYC 690, 692.

4. Comprehensive exam.

SPECIALIST IN SCHOOL PSYCHOLOGY (SSP)

Major Code: PSSP

The Specialist in School Psychology degree is a 60-hour program and offers specific training for work in school settings. Graduates of this program are trained to consult, educate, assess and conduct research on the psychological and academic problems experienced by children and adolescents. The specialist program in school psychology provides students with the academic requirements and clinical experiences necessary for providing psychological services in school settings. 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 national certification through the National Association of School Psychologists (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.

Requirements for the Specialist in School Psychology are:

*Students must apply for candidacy status prior to beginning second year courses. Contact program advisor for candidacy application or for more information.

1. Psychology core, 48 hours:
 - PSYC 608 School Psychology: Organization, Operations and Ethics
 - PSYC 612 Clinical Research Methods
 - PSYC 624 Social and Cultural Bases of Behavior
 - PSYC 642 Cognitive Assessment
 - PSYC 644 Child and Adolescent Therapy
 - PSYC 645 Child and Adolescent Assessment
 - PSYC 646 Child and Adolescent Development
 - PSYC 647 Child and Adolescent Psychopathology
 - PSYC 649 Behavioral Interventions
 - PSYC 657 Multivariate Statistics
 - PSYC 668 Advanced Behavioral Neuroscience
 - PSYC 669 Human Learning and Cognition
 - PSYC 676 Prevention, Intervention, and Advocacy in School Psychology
 - PSYC 683 School Consultation
 - PSYC 685 Issues in Education of Exceptional Children
 - SPED 577 Teaching Students with High Incident Disabilities
2. Practicum, 6 hours: PSYC 690, 694
3. Internship, 6 hours.
 - PSYC 695 School Psychology Internship
4. Elective (optional), 6 hours: PSYC 699 Thesis
5. 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.

Requirements for the MS in psychology are:

1. Psychology core, 9 hours:
 - PSYC 612 Clinical Research Methods
 - PSYC 650 Ethics and Issues in Professional Psychology
 - PSYC 657 Multivariate Statistics
2. Electives, 21 hours, thesis option; 27 hours, non-thesis option. A maximum of 12 hours may be completed outside of the

department. approved by graduate advisor or department chair.

3. Thesis option, 6 hours; or comprehensive exam.
4. No more than 3 hours of practicum may count towards the degree.

School of Social Work

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 Wayne Paris, *MSSW Program Director*
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Faculty

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 Stephanie Hamm, *Assistant Professor*
 Alan Lipps, *Assistant Professor*
 Suzanne Macaluso, *Assistant Professor (Sociology)*
 Wayne Paris, *Associate Professor*
 Rachel Slaymaker, *Assistant Professor*
 Thomas L. Winter, *Professor*

Mission

We strive to honor God by advocating social and economic justice for the poor and vulnerable of the earth; by celebrating the joys of diversity; by integrating faith and social work; and by building the evidence of effective social work practice.

Our mission is to prepare graduates to be competent practitioners who are able to incorporate their faith and best evidence into practice; to advance social work knowledge through research and other scholarly activities; and to promote social justice worldwide through leadership roles in the social services.

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 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 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 could 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. 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; If undergraduate GPA is below 3.0, the GRE or MAT entrance exam is required;
4. Two letters of recommendation;
5. A writing sample 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.

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.

SOCIAL WORK (MSSW)

Major Code: MSSW or MSSW-ADV (for Advanced Standing*)

Requirements for the MSSW are:

MSSW/MSSW- ADV Full-Time FOUNDATION COURSES (32 HOURS)		MSSW Half-Time	MSSW-ADV Half-Time
Fall			
SOCW 615	Social Work Research Methods	Year 1	
SOCW 625	Human Behavior in the Social Environ.	Year 1	
SOCW 641	Social Welfare Policy and Services	Year 1	
SOCW 651	Foun. of Evidence-Based SW Practice I	Year 2	
SOCW 681	Foundation Field Practicum I	Year 2	
Spring			
SOCW 616	Program and Practice Evaluation	Year 1	
SOCW 626	Diversity, Power and Oppression	Year 1	
SOCW 642	Policy Analysis and Practice	Year 1	
SOCW 652	Foun. of Evidence-Based Practice II	Year 2	
SOCW 682	Foundation Field Practicum II	Year 2	
*Summer (Required for Advanced Standing students (MSSW-ADV), optional for other students.)			
SOCW 702	Integrative Seminar for Adv. Standing		Year 1

MSSW/MSSW- ADV Full-Time ADVANCED COURSES (32 HOURS)		MSSW Half-Time	MSSW-ADV Half-Time
Fall			
SOCW 725	Spirituality and Social Work Practice	Year 3	Year 1
SOCW 745	Admin. and Planning for Nonprofit Org.	Year 3	Year 1
or	or		
SOCW 748	Psychopathology for SW Practice		
SOCW 751	Adv. Evidence-Based Prac. Inter. I	Year 4	Year 2
SOCW 781	Advanced Social Work Field Practicum I	Year 4	Year 2
SOCW 799	Thesis	Year 4	Year 2
Spring			
SOCW 741	Globalization and Social Justice	Year 3	Year 1
SOCW 744	Mgmt. and Funding for Nonprofit Org.	Year 3	Year 1
SOCW 752	Adv. Evidence-Based Practice Inter. II	Year 4	Year 2
SOCW 782	Adv. Social Work Field Practicum II	Year 4	Year 2
SOCW 799	Thesis	Year 4	Year 2

CERTIFICATE IN SOCIAL SERVICES ADMINISTRATION

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

Faculty

Thomas L. Winter, *Professor*

Faculty from other departments who teach in this program:

Paul Lakey, *Professor of Communication*

Phillip Vardiman, *Assistant Professor of Management Sciences*

The certificate in social services administration requires 15 hours, and course work may apply toward the Master of Science in Social Work degree.

Requirements for the certificate in social services administration are:

1. Core courses, 12 hours:
 - MGMT 532 Human Resource Management
 - SOCW 641 Social Welfare Policy and Services
 - SOCW 744 Management and Funding of Nonprofit Organizations
 - SOCW 745 Administration and Planning for Nonprofit Organizations
2. Selection, 3 hours:
 - COMS 642 Seminar in Communication *or*
 - SOCI 560 Ethics and Social Issues

Graduate School of Theology

Ken Cukrowski, *Interim Dean*
 Mark Hamilton, *Associate Dean of Graduate School of Theology*
 ACU Box 29422, Abilene, Texas 79699-9422
 Onstead-Packer Biblical Studies Building, Room 297

Phone: 325-674-3730
 Fax: 325-674-6180
 Email: cukrowskik@acu.edu or
mark.hamilton@acu.edu
 Web: www.acu.edu/gst

Faculty

Frederick Aquino, *Professor*
 Jeff Childers, *Professor*
 Kenneth Cukrowski, *Associate Professor*
 Chris Flanders, *Associate Professor*
 Douglas Foster, *Professor*
 Mark Hamilton, *Professor*
 Jonathan Huddleston, *Assistant Professor*
 Stephen Johnson, *Associate Professor*
 Royce Money, *Professor*
 Jack Reese, *Professor*
 Timothy Sensing, *Professor*
 James Thompson, *Professor*
 Melinda Thompson, *Assistant Professor*
 John T. Willis, *Professor*
 David Wray, *Associate Professor*

Faculty from other departments who teach in this program:
 Craig Churchill, *Associate Professor of Library Science and Theological Librarian*
 Houston Heflin, *Assistant Professor, DBMM*
 Christopher Hutson, *Associate Professor, DBMM*
 Curt Niccum, *Professor, DBMM*
 Glenn Pemberton, *Associate Professor, DBMM*
 Kent Smith, *Missions Coordinator for North America*
 Wendell Willis, *Professor, DBMM*

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 its 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 in the Association of Theological Schools (ATS). This accreditation guarantees that programs and faculty are of the highest quality.

Degrees Offered

The **Master of Arts (MA)** degree, a 54-hour thesis program, includes tracks in New Testament, Old Testament, and history and theology.

The **Master of Arts in Christian Ministry (MACM)**, a 48-hour degree, for specialized ministry; courses in youth and family ministry, children's ministry, education ministry, gerontology and missions are available.

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 could pursue the MACM concurrently with the MSSW or MFT degrees.

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.

The **Master of Divinity (MDiv)**, an 84-hour comprehensive degree, integrates the various theological disciplines with the practice of ministry and personal spiritual formation. A mission track is also available.

Both the Master of Arts in Christian Ministry 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 comprehensive exams during the last semester of course work.

The **Doctor of Ministry (DMin)** is a 30-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 Masters of Arts and Master of Divinity are as follows:

1. A completed application and 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.

Registration for courses begins in April (for fall) and October (for spring) and March (for summer classes). Students are therefore urged

to submit all materials before registration begins.

Candidacy Process

The Master of Arts in Christian Ministry (MACM) 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 in their third semester (full-time enrollment) to complete these programs (after completing 21 hours for MACM; 27 hours for MDIV).

Scholarships and Assistantships

The Graduate School of Theology awards scholarships that cover a substantial 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 27 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 basic 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 advance placement (maximum 18 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 New Testament, Old Testament, history and theology, and global service.

OLD TESTAMENT (MA)

Mark Hamilton, *Advisor*
ACU Box 29408, Abilene, Texas 79699-9408
Onstead-Packer Biblical Studies Building, Room 321

Phone: 325-674-3765

Fax: 325-674-6180

Email: mark.hamilton@acu.edu

The Old Testament major is a 54-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 language 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 placement (maximum 18 hours) toward this 54-hour degree: 3 hours upper-level Old Testament text, 3 hours upper-level New Testament text, 6 hours of Greek, 6 hours of Hebrew.

Major Code: BIBO

Requirements for the MA (Old Testament) are:

1. Core courses, 30 hours:
 - BIBL 610 Advanced Introduction to the Old Testament
 - BIBL 620 Advanced Introduction to the New Testament
 - BGRK 611, 612 Elementary New Testament Greek I, II
 - BHEB 671, 672 Introduction to Hebrew I, II
 - BHEB 681, 682 Intermediate Hebrew Readings I, II
 - BIBL 611 Old Testament Theology
 - BIBL 627 Biblical Exegesis

2. Old Testament text, 12 hours
3. New Testament text, 6 hours
4. Thesis, 6 hours
5. English Bible exam
6. Oral exam

NEW TESTAMENT (MA)

James Thompson, *Advisor*
ACU Box 29453, Abilene, Texas 79699-9453
Onstead-Packer Biblical Studies Building, Room 284

Phone: 325-674-3781

Fax: 325-674-6180

Email: james.thompson@acu.edu

The New Testament major is a 54-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 placement (maximum of 18 hours) toward this 54-hour degree: 3 hours church history, 3 hours philosophy or theology, 6 hours of Greek, and 6 hours of Hebrew.

Major Code: BIBN

Requirements for the MA (New Testament) are:

1. Core courses, 27 hours:
 - BIBL 610 Advanced Introduction to the Old Testament
 - BIBL 620 Advanced Introduction to the New Testament
 - BGRK 611, 612 Elementary New Testament Greek I, II
 - BHEB 671, 672 Introduction to Hebrew I, II
 - BIBH 651 History of Christianity
 - BIBD 660 Introduction to Systematic Theology
 - BIBL 627 Biblical Exegesis
2. Specialized courses, 15 hours:
 - BGRK 621 Intermediate Greek
 - BIBL 662 Backgrounds of the New Testament and Early Christianity
 - BGRK 623 Seminar in the Gospels *or*
 - BGRK 624 Exegetical Seminar in Acts
 - BGRK 625 Exegetical Seminars in the Epistles
 - BGRK 628 Seminar in New Testament Textual Criticism
3. New Testament, 6 hours
4. Thesis, 6 hours: consult with advisor
5. English Bible exam
6. Oral exam

HISTORY AND THEOLOGY (MA)

Douglas Foster, *Advisor-History Track*
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Phone: 325-674-3730

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Email: douglas.foster@acu.edu

Frederick Aquino, *Advisor-Theology Track*
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Onstead-Packer Biblical Studies Building, Room 316

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Fax: 325-674-6180

Email: frederick.aquino@acu.edu

The history and theology major is a 54-hour thesis program designed to equip students with an advanced academic foundation in theological

and historical research and integration. It is designed to provide a historical framework for understanding events, people, philosophies, and theologies within the history of Christianity. The student may select an emphasis in one of two areas: theology or history. Each area shares common prerequisites and an 18-hour core. Students who have extensive preparation at the undergraduate level may receive advanced placement (maximum 18 hours) toward this 54-hour degree: 12 hours of upper-level Bible text and 6 hours of Greek.

Major Code: BHTH

Requirements for the MA (history and theology) are:

1. Core courses, 33 hours:
 - BGRK 611, 612 Elementary New Testament Greek I, II
 - BIBL 610 Advanced Introduction to the Old Testament
 - BIBL 620 Advanced Introduction to the New Testament
 - BIBD 660 Introduction to Systematic Theology
 - BIBD 661 Theological Explorations
 - BIBH 651, 652 History of Christianity I, II
 - BIBL 611 Old Testament Theology *or*
 - BIBL 621 New Testament Theology
 - 6 hours biblical text
2. Specialization, 12 hours:
 - a. Theology track
 - BIBD 642 Contemporary Religious Thought
 - BIBD 678 Introduction to Philosophy of Religion
 - BIBD 686 Christian Ethics
 - Selection, 3 hours:
 - BIBD 647 Research Problems in Theology,
 - BIBL 611 Old Testament Theology *or*
 - BIBL 621 New Testament Theology (if not taken in core)
 - b. History track
 - BIBH 655 History of Christianity in America
 - BIBH 664 Advanced Restoration History
 - BIBH 667 Research Problems in Church History
 - Selection, 3 hours:
 - HIST 574 Recent Europe *or*
 - HIST 582 The American South
3. Thesis, 6 hours.
4. English Bible exam.
5. Oral exam.

MASTER OF ARTS IN GLOBAL SERVICE (MAGS)

Melinda Thompson, Advisor
 ACU Box 29415, Abilene, TX 79699
 Onstead-Packer Biblical Studies Building, Room 314
 Phone 325-674-3706
 Fax 325-674-6180
 Email melinda.thompson@acu.edu

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 will be a *theologically formed, missiologically adept, interculturally competent* leader who is 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 6 hours of advanced placement. Consult with the advisor.

The degree has a thesis option. Consult with the advisor.

Requirements for the MA in Global Services are:

1. Orientation:
 - BIBM 602 GST Orientation
2. Core, 12 hours
 - BIBM 603 Foundations of the Theology of Ministry
 - BIBM 657 Contexts of Ministry
 - BMIS 697 Intercultural Competence for Global Service
 - BMIS 619 Church and Mission
3. Witness, 18 hours
 - BIBH 674 Mission and Expansion of Christianity
 - BIBL 680 Introduction to Christian Scripture
 - BIBL 682 Teaching Scripture in Contemporary Contexts
 - BIBD 678 Introduction to the Philosophy of Religion
 - BIBH 651 History of Christianity I or BIBH 652 History of Christianity II
 - BIBD 660 Introduction to Systematic Theology
4. Mission, 18 hours
 - BMIS 646 Foundations of Missional Practice
 - BMIS 649 Reading and Engaging Contemporary Cultures
 - BMIS 647 Readings in Contextual Theology
 - BMIS 650 Leadership in Intercultural Contexts
 - BMIS 672 Religion in Global Contexts
 - BIBM 616 Narrative Evangelism
5. English Bible exam
6. E-portfolio review or thesis defense
7. Optional MA Thesis project – 6 hours
 - BMIS 699 Master's Thesis

MASTER OF ARTS IN CHRISTIAN MINISTRY (MACM)

Melinda Thompson, *Advisor*
 ACU Box 29416, Abilene, Texas 79699-9416
 Onstead-Packer Biblical Studies Building, Room 314
 Phone: 325-674-3706 or toll free: 888-242-5360
 Fax: 325-674-6180
 Email: melinda.thompson@acu.edu
 Web: www.acu.edu/gst

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 (courses available in children's ministry, youth and family ministry, education ministry, missions, and chaplaincy). 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 9 hours of advanced placement. Consult with the advisor.

Non-Resident Program

The Graduate School of Theology offers a 48-hour program whereby non-resident students can obtain the Master of Arts in Christian Ministry (MACM). This degree provides an opportunity for students from around the world to remain in their current jobs while taking course work to advance their ministry skills. Students may select

courses from several formats to complete the MACM, including one-week intensive, weekend intensive, and Internet courses.

The Graduate School of Theology is accredited by the Association of Theological Schools which requires that all students complete part of their degree in residence. This residency requirement may be met through one-week intensive and weekend intensive courses. Substantial reading preparation is required for all intensive format courses so students must register several weeks in advance to receive the reading assignments. Currently, the Graduate School of Theology offers resident courses on the ACU campus.

Students must complete all degree requirements within seven years. The MACM degree requirements are the same for both resident and non-resident students.

Major Code: MACM

Requirements for the MACM are:

1. Orientation:
BIBM 602 GST Orientation
2. Tools, 9 hours:
BGRK 611, 612 Elementary New Testament Greek I, II
BIBL 627 Biblical Exegesis
3. Bible core, 9 hours:
BIBL 610 Advanced Introduction to the Old Testament
BIBL 620 Advanced Introduction to the New Testament
Text Selection, 3 hours
4. History and Theology, 9 hours:
BIBD 660 Introduction to Systematic Theology
BIBH 651 History of Christianity I
BIBH 664 Advanced Restoration History
5. Ministry, 12 hours:
BIBM 603 Foundations of the Theology of Ministry
BIBM 629 Field Education or its equivalent with the approval of the MACM advisor)
BIBM 648 Christian Spiritual Formation
Ministry Electives, 3 hours
6. Electives, 9 hours.
7. English Bible exam.
8. E-portfolio review or thesis defense.

MASTER OF DIVINITY (MDIV)

The Master of Divinity (MDiv) is the basic degree in theological education. It is an 84-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, Th.D. 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 9 hours of advanced placement. Consult with the advisor.

MASTER OF DIVINITY (Ministry)

Tim Sensing, *Advisor*
ACU Box 29416, Abilene, Texas 79699-9416
Onstead-Packer Biblical Studies Building, Room 307

Phone: 325-674-3792
Fax: 325-674-6716
Email: sensingt@acu.edu

Major Code: BMDI

Requirements for the Master of Divinity in ministry are:

1. Context, 15 hours:
BIBM 602 GST Orientation
BIBM 603 Foundations of the Theology of Ministry
BIBM 657 Contexts of Ministry
BIBM 658 Leading in Contexts
BIBM 629 Field Education *or*
BIBM 609 Healthcare Ministry
BIBM 679 Theological Reflection in Practice
2. The Story of the Church, 24-27 hours:
 - a. Scripture, 15 hours:
BIBL 610 Advanced Introduction to the Old Testament
BIBL 620 Advanced Introduction to the New Testament
BIBL 611 Old Testament Theology *or*
BIBL 621 New Testament Theology *or*
Text Elective
Text Electives, 6 hours
 - b. History, 9-12 hours:
BIBH 651 History of Christianity I: Early and Medieval
BIBH 652 History of Christianity II: Reformation to Present
BIBH 664 Advanced Restoration History
History elective *or*
Theology elective (area 3b)
3. Interpretation, 21-24 hours:
 - a. Theological Languages, 15 hours:
BGRK 611 Elementary New Testament Greek I
BGRK 612 Elementary New Testament Greek II
BHEB 671 Introduction to Hebrew I
BHEB 672 Introduction to Hebrew II
BGRK 621 Intermediate New Testament Greek *or*
BHEB 681 Intermediate Hebrew Readings I
 - b. Systematic Theology, 6-9 hours:
BIBD 660 Introduction to Systematic Theology
Philosophy *or* Theology elective
Theology elective *or*
History elective (area 2b)
4. The Church's Mission, 12 hours:
BIBM 648 Christian Spiritual Formation
Ministry/Missions electives, 9 hours
5. Electives, 9 hours.
6. English Bible Exam.
7. E-portfolio review.

MASTER OF DIVINITY (Missions)

Chris Flanders, *Advisor*
ACU Box 29441, Abilene, Texas 79699-9441
Onstead-Packer Biblical Studies Building, Room 301-302

Phone: 325-674-3742
Fax: 325-674-6180
Email: chris.flanders@acu.edu

The missions track 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

Requirements for the Master of Divinity in missions are:

1. Context, 15 hours:
BIBM 602 GST Orientation
BIBM 603 Foundations of the Theology of Ministry
BIBM 657 Contexts of Ministry
BIBM 658 Leading in Contexts
BIBM 629 Field Education *or*
BIBM 609 Healthcare Ministry
BIBM 679 Theological Reflection in Practice
2. The Story of the Church, 24-27 hours:
 - a. Scripture, 15 hours:
BIBL 610 Advanced Introduction to the Old Testament
BIBL 620 Advanced Introduction to the New Testament
BIBL 611 Old Testament Theology *or*

- BIBL 621 New Testament Theology *or*
Text Elective
Text Electives, 6 hours
- b. History, 9-12 hours:
BIBH 651 History of Christianity I: Early and Medieval *or*
BIBH 674 Mission and Expansion of Christianity
BIBH 652 History of Christianity II: Reformation to Present
or
BMIS 673 History of Missions
BIBH 664 Advanced Restoration History
History elective *or*
Theology elective (area 3b)
3. Interpretation, 21-24 hours:
a. Theological Languages, 15 hours:
BGRK 611 Elementary New Testament Greek I
BGRK 612 Elementary New Testament Greek II
BHEB 671 Introduction to Hebrew I
BHEB 672 Introduction to Hebrew II
BGRK 621 Intermediate New Testament Greek *or*
BHEB 681 Intermediate Hebrew Readings I
- b. Systematic Theology, 6-9 hours:
BIBD 660 Introduction to Systematic Theology *or*
BIBD 678 Introduction to Philosophy of Religion
BMIS Theology of Mission
Theology elective *or*
History elective (area 2b)
4. The Church's Mission, 15 hours:
BIBM 648 Christian Spiritual Formation
Missions electives, 12 hours
5. Electives, 6 hours.
6. English Bible Exam.
7. E-portfolio review.

DOCTOR OF MINISTRY (DMIN)

Charles Siburt, *Director*
ACU Box 29405, Abilene, Texas 79699-9405
Biblical Studies Building, Room 297

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Web: www.acu.edu/dmin

The Doctor of Ministry 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 30-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 Th.D., 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 program is designed for those whose ministry will focus in the area of public proclamation of the Word and the development of churches, both domestic and foreign. This program includes biblical interpretation, theological reflection, applied leadership theory and congregational studies.

The format of the DMin program is built around a series of eight one-week intensive short courses taken in residence on the ACU campus or at the ACU Education Center at DFW in Irving, Texas. After the initial two-week period, students may take up to three courses per year, which are offered one week in January and three weeks in June. Each course consists of (1) advanced readings assigned several weeks before the first class meeting, (2) five days of class meetings on campus and (3) a project paper(s) to be submitted several weeks after the class meetings. 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 completion of the degree.

In-Progress (IP) grades are assigned to all students at the conclusion of each course. After assignment deadlines are met and work is graded, the IP is changed to a letter grade. 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 Admission and Procedures Committee. No more than two courses may be transferred.

The Doctor of Ministry has a program fee instead of standard tuition. Contact the advisor for more complete information regarding scholarships, financial aid, housing and admission.

Admission Requirements

An application for admission may be obtained from the Doctor of Ministry office. A student may be granted admission to the program in a given year if the following requirements are met by January 31:

1. The applicant is in full-time ministry and has at least three years of experience post-master's degree as a full-time minister;
2. The applicant has submitted to the Doctor of Ministry Office a completed application form and \$40 application fee;
3. Recommendation forms from four persons knowledgeable of the applicant's personal character and performance in ministry;
4. The applicant has submitted to the Doctor of Ministry office official transcripts of all undergraduate and graduate work, with degrees posted;
5. The student has a minimum GPA in prior graduate work of 3.2 (on a 4.0 scale);
6. The Doctor of Ministry office has received a letter from the applicant's elders or supervisors acknowledging their approval of the minister's participation in the program and letters of recommendation from four persons familiar with the applicant's personal character and performance in ministry;
7. The student has filed a four- to six-page, typed, double spaced, self-reflection statement describing the applicant's values, needs and objectives for growth as a Christian minister; and
8. The applicant has had a personal interview with the Doctor of Ministry director.

Upon completion of all the above requirements, the applicant's file is reviewed by the Doctor of Ministry Admissions and Procedures Committee for official action. Students are informed by letter of their admission as soon as 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. The Doctor of Ministry program is composed of eight courses and the project/thesis.

Candidacy Process

The Doctor of Ministry 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 nine hours. Students should submit the Application for Candidacy Status form to the Doctor of Ministry Office. Students must be approved prior to beginning second-year studies.

Prerequisites

A Master of Divinity 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 Master of Divinity, will be required to complete graduate courses equivalent to the standard requirements for the Master of Divinity degree at Abilene Christian University. An equivalency application may be obtained from the Doctor of Ministry office.

Return the application, \$20 application fee, and transcript(s) of all masters level work to the Doctor of Ministry Office for review and development of an equivalency degree plan.

Major Code: BIBM

Requirements for the DMin are:

1. BIBM 701 Orientation
2. Core courses, 9 hours:
 - BIBM 702 Biblical and Theological Foundations for Ministry
 - BIBM 706 Christian Leadership Development
 - BIBM 725 Project/Thesis Seminar
3. Electives, 15 hours: consult with advisor
4. Project/Thesis, 6 hours: consult with advisor
5. Oral exam: consult with advisor

Patty Hanks

Shelton School of

Nursing

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Faculty

Andrea Cheek, *Instructor*
Marcie Crisp, *Instructor*
Nina Ouimette, *Professor*
Jeanne Tucker, *Associate Professor*
Indira Tyler, *Associate Professor*
Janet Viola, *Associate Professor*
Mavik Yoes, *Instructor*

Introduction

The mission of the School of Nursing graduate program is based on the underlying philosophy and objectives of the consortium universities. The school exists for the purpose of preparing advanced practice nurses equipped with an understanding and conceptual integration of nursing's role in today's complex health care environments worldwide.

The purpose of the Master of Science in Nursing program is to prepare nurses to assume leadership roles in advanced family nurse practitioner positions, educators, or managers of patient care services within a variety of institutions or health care agencies. In addition, students are guided to incorporate theory and the research process in a variety of roles and practical settings.

The graduate program of the Patty Hanks Shelton School of Nursing (PHSSN) functions within the structure of an educational consortium consisting of Abilene Christian University and Hardin-Simmons University. It offers a Master of Science in Nursing degree (MSN) with a focus on education and administration or family nurse practitioner. The program faculty accepts the underlying philosophy and objectives of the consortium universities that individuals be educationally prepared in a manner that promotes the development of intellectual, cultural, moral and religious values.

Faculty believe that nursing is a profession that is responsive to the changing health care needs of individuals and is supported by an expanding body of knowledge. Graduate students, through study and interdisciplinary collaboration, expand their understanding of health, environment, person and nursing roles.

Building upon a baccalaureate nursing education, the faculty believes that development of critical thinking, communication, clinical skills, creativity and self-direction are essential elements in graduate nursing education. Through the educational process faculty seek to promote awareness of social, cultural and ethnic diversity, believing it enriches professional growth and development. The collaborative educational process between the faculty and students promotes progressive mastery and increased learner maturity. Implicit in advanced practice nursing is the acceptance of accountability for lifelong learning, professional growth, competent practice and effective leadership.

Program Outcomes

1. Demonstrate proficiency in a specific practice area;
2. Develop strategies that incorporate theories and models from nursing and related disciplines for advanced practice;
3. Implement scientific inquiry to replicate, validate and test theories relevant to nursing;
4. Analyze cultural, social, ethical, economic and political perspectives that influence the health care delivery system;
5. Integrate the multi-roles of the nurse for interdisciplinary practice and advancement of optimum health care delivery;
6. Integrate critical thinking skills into oral and written communications.

Additional Outcomes for the Family Nurse Practitioner

The program outcomes of the nurse practitioner clinical concentration are to prepare nurses to provide primary care to clients of all ages in a variety of settings. The nurse practitioner has advanced expertise in the promotion and maintenance of optimal wellness and in the management of acute and chronic common health problems and chronic illnesses. Graduates of the MSN program who complete the nurse practitioner clinical concentration should be able to:

1. Use the nursing process to deliver advanced, comprehensive primary care to individuals and families throughout the life cycle in a variety of settings.
2. Assess community health education and service needs and resources and implement appropriate interventions and programs.
3. Collaborate with other health care providers to develop and implement appropriate treatment plans for individuals and families in primary settings.
4. Establish and implement protocols for consultation with and referral to physicians.
5. Prepare to take a national certification exam and petition the Board of Nurse Examiners for recognition as an Advanced Practice Nurse.

Applicants for the Master of Science in Nursing degree must hold a Bachelor of Science in Nursing degree from a regionally accredited school or university whose nursing program is NLN or CCNE accredited.

Admission Requirements

Admission criteria are listed in the *Graduate School Admission Requirements* section of the catalog (page 138). In addition to the general Graduate School requirements, the following criteria will be required of all applicants to the nursing program. Admission to graduate study in nursing requires meeting the three academic standards as listed below and receiving endorsement of the program director.

Academic Standards

1. Overall undergraduate GPA of 3.0.
2. GPA of 3.0 in all undergraduate course work in nursing.
3. Entrance test score: Graduate Record Exam (GRE) 850 (minimum) verbal and quantitative.

Provisional Admission

Provisional admission to graduate study in nursing requires the Graduate Record Exam (GRE) and one of the two GPA academic standards as listed above and obtaining departmental endorsement. Students granted provisional admission must maintain a 3.0 GPA during their first 9 hours of graduate work to be eligible to receive full admission and to continue graduate study. The applicant is encouraged to submit the application and all supporting documents by March 1 to receive full consideration for admission to the graduate nursing program.

Progression Requirements:

A maximum of two 'C's may be earned to remain in the program. An unencumbered registered nurse license is required to remain in the program.

Departmental Endorsement

Admission to the MS in nursing requires the following to be submitted to or conducted by the School of Nursing:

1. Unencumbered licensure to practice as an RN in Texas and in good standing with the Board of Nurse Examiners.
2. Minimum of one year of clinical nursing practice.
3. Three letters of recommendation. Recommendations should be obtained from supervisors having knowledge of your clinical skills, work ethic and style, and/or professors attesting to your academic achievements and potential success in a graduate nursing program.
4. Completion of a PHSSN application sent by the School of Nursing.
5. Interview with program director.
6. For students whose first language is not English, an officially reported Test of English as a Foreign Language (TOEFL) score of at least 550 (written).
7. A completed PHSSN Health Form and proof of current immunization status.
8. ACLS (Advanced Cardiac Life Support Certification) is required for students prior to beginning clinical courses.

MASTER OF SCIENCE IN NURSING (MSN)

Major Code: EDAD

PHSSN offers a 38-hour program leading to the Master of Science in Nursing (MSN) with a functional major in education.

Students must complete all requirements for their degree program within six years of the initial semester of enrollment.

Requirements for the MSN are:

1. Nursing core, 9 hours:
 - NURS 610 Nursing Theories for Advanced Health Care Delivery
 - NURS 620 Nursing Research
 - NURS 650 Policies and Strategies for Health Care Delivery
2. Specialty core, 26 hours:
 - NURS 660 Administration I: Health Care Delivery Systems and Organizations
 - NURS 661 Administration II: Health Care Economics and Financial Management
 - NURS 662 Administration III: Role of the Nurse Administrator
 - NURS 663 Administration IV: Practicum
 - NURS 670 Education I: Curriculum Design and Development
 - NURS 671 Education II: Instructional Methods, Testing and Measurement
 - NURS 672 Education III: Roles of the Nurse Educator
 - NURS 673 Education IV: Practicum
3. Elective, 3 hours

FAMILY NURSE PRACTITIONER (MSN)

Major Code: FNP

The MSN degree with the family nurse practitioner major is a 44-hour program. Students must complete all requirements for their degree program within six years of the initial semester of enrollment.

Prerequisites for the MSN for family nurse practitioner are proof of a physical assessment course.

Requirements for the MSN for family nurse practitioner are:

1. Nursing core, 12 hours:
 - NURS 610 Nursing Theories for Advanced Health Care Delivery
 - NURS 620 Nursing Research

NURS 630 Role Development for Advanced Practice
NURS 650 Policies and Strategies for Health Care Delivery

2. Specialty courses, 29 hours:
 - NURS 530, 570 Pathophysiology I, II
 - NURS 632, 633 Pharmacotherapeutics for Nurses in Advanced Practice I, II
 - NURS 642 Advanced Health Assessment
 - NURS 643 Epidemiology in Nursing Practice
 - NURS 644 Skills for Advanced Practice Nurses
 - NURS 651, 652, 653 Family Nurse Practitioner I, II, III
3. Electives, 3 hours: consult with advisor.

Exit Requirements

The following criteria must be met to be eligible for graduation from the MSN program:

1. Minimum cumulative GPA of 3.0 (on a 4.0 scale);
2. Successful completion of all course work required for the chosen degree.

POST-MASTER ADVANCED PRACTICE NURSE CERTIFICATION

The School of Nursing offers a post-master certification in advanced practice nursing with a family nurse practitioner focus. The applicant must make an appointment with the program director and the dean of the School of Nursing to determine if leveling work for the certificate may be necessary. Applicants must have a Master of Science in Nursing degree from a NLN or CCNE accredited program.

Requirements for the post-master APN certification are:

NURS 630 Role Development for Advance Practice
NURS 642 Advanced Physical Assessment
NURS 644 Skills for Advanced Practice Nurses
NURS 651 Family Nurse Practitioner I
NURS 652 Family Nurse Practitioner II
NURS 653 Family Nurse Practitioner III

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.

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.

AGRB 385 Food and Fiber Marketing (3-0-3), fall. Principles of agricultural economics as applied to marketing agricultural products. Prerequisite: AGRB 261 or ECON 261. Travel required.

AGRB 430 Commodity Markets (3-0-3), spring. An examination of the cash, futures and options markets. Emphasis is placed on agricultural commodities and the fundamental and technical trading methods for transferring price-risk. Prerequisite: AGRB 261 or ECON 261.

AGRB 442 Agricultural and Natural Resource Policy (3-0-3), spring. Historical concept, development and objectives of public policy in agriculture and natural resources including impact on rural development and international trade. Analysis of specific programs

developed to achieve policy directives and their economic impact will be discussed. 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 writing-intensive course.**

ANTH - ANTHROPOLOGY

Department of Sociology and Family Studies (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.

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 Requirement.

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 Requirement.

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 Requirement.

ART 287 Art for Elementary Teachers (2-4-3), fall, spring. Theory, techniques, materials, and activities appropriate for elementary 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. Prerequisite: ART 105, 111, 112, 317.

ART 323 Art History: 20th Century (3-0-3), fall. Art of the late 19th and 20th centuries in Europe and the United States. **A writing-intensive course.** Prerequisite: ART 222.

ART 324 Art History: American (3-0-3), spring. Architecture, painting, and sculpture of the United States from Colonial times 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. Prerequisite 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. Prerequisite 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 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. Prerequisite: ART 353, 454, 455 or permission of instructor.

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 488 Art Education: Secondary (3-0-3), on demand. History, theory, and curriculum for the junior high and high school art teacher. Prerequisite: ART 323 and junior standing.

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 for 3 hours credit. Prerequisite: junior standing and permission of instructor and department chair.

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.

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. Prerequisite: 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. Prerequisite: 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. Prerequisite: BGRK 331 and 332.

BGRK 442 Exegetical Greek Seminar II (3-0-3), spring. Continuation of BGRK 441. Prerequisite: BGRK 331, 332 and 441.

BGRK 611 Elementary New Testament Greek I (3-0-3), fall. An introduction to the vocabulary, grammar and syntax of the Greek New Testament; readings in the history and literature of the classical Greek period.

BGRK 612 Elementary New Testament Greek II (3-0-3), spring. Continuation of BGRK 611; the Hellenistic period. 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. Prerequisite: BGRK 621, and consent of professor.

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. Prerequisite: 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. Prerequisite: BGRK 621 and consent of professor

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. Prerequisite: 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. Prerequisite: junior standing and consent of instructor; BIBL 101 and 102 (or 103); 211. May be used to satisfy University Requirements.

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. May be used to satisfy University Requirements.

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 Introduction to Hebrew I (3-0-3), fall. An inductive study of the elements of the Hebrew language: forms, syntax, vocabulary.

BHEB 672 Introduction to 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 Introduction to Systematic Theology (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 672 Introduction to Graduate Study (3-0-3), fall, spring. Designed to introduce the basic tools of theological research and to promote the basic writing skills necessary for the presentation of scholarly research. Students in MDiv are required to complete a readiness-for-ministry assessment. Required within the first 9 hours of all degree programs.

BIBD 678 Introduction to 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. Prerequisite: sophomore standing; BIBL 101 and BIBL 102 (or 103). May be used to satisfy University Requirements.

BIBH 383 Restoration History (3-0-3), spring. History of the Churches of Christ in America from 1800 to present. Prerequisite: sophomore standing; BIBL 101 and BIBL 102 (or 103). May be used to satisfy University Requirements.

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. Prerequisite: sophomore standing; BIBL 101 and BIBL 102 (or 103). May be used to satisfy University Requirements.

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 and 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. An intellectual history of the Stone-Campbell Movement.

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 674 Mission and Expansion of Christianity (3-0-3), fall, even years. Surveys the growth and development of Christianity as a mission movement in its first millennium. 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. Historical contexts of selected passages will be emphasized and attention given to the exegetical method. For majors only. Prerequisites: BIBL 101 and 102 (or 103); BIBL 211, BGRK 221 and 222. **A writing-intensive course.**

BIBL 359 The Gospel of John (3-0-3), on demand. A study of Christ as revealed by John in the fourth gospel. Prerequisite: sophomore standing; BIBL 101 and 102 (or 103); 211. May be used to satisfy University Requirements.

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. May be used to satisfy University Requirements.

BIBL 365 General Epistles (3-0-3), on demand. The epistles of James, Peter, John and Jude. Prerequisite: 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. Prerequisite: sophomore standing; BIBL 101 and 102 (or 103); 211. May be used to satisfy University Requirements.

BIBL 451 The Pentateuch (3-0-3), fall. An introduction to and exegesis of the first five books of the Old Testament. Prerequisite: sophomore standing; BIBL 101 and 102 (or 103); BIBL 211. For majors only.

BIBL 452 Historical Books of the Old Testament (3-0-3), spring. History of Israel from the conquest to the close of the Old Testament period: Joshua-Esther. Prerequisite: sophomore standing; BIBL 101 and 102 (or 103); 211. May be used to satisfy University Requirements.

BIBL 453 The Devotional and Wisdom Literature of the Old Testament (3-0-3), spring. An exegesis of Job, Psalms, Proverbs, Ecclesiastes, and Song of Solomon. Prerequisite: sophomore standing; BIBL 101 and 102 (or 103); 211. May be used to satisfy University Requirements.

BIBL 454 The Prophetic Literature of the Old Testament (3-0-3), spring. Background and message of the prophetic books. Prerequisite: sophomore standing; BIBL 101 and 102 (or 103); BIBL 211. For majors only.

BIBL 458 The Synoptic Gospels (3-0-3), on demand. Matthew, Mark and Luke in the light of the Synoptic problem. Exegesis of selected passages. Prerequisite: sophomore standing; BIBL 101 and 102 (or 103); BIBL 211; BGRK 221 and 222.

BIBL 460 Galatians and Romans (3-0-3), on demand. An intensive exegesis study, emphasizing Pauline theology. Prerequisite: sophomore standing; BIBL 101 and 102 (or 103); 211. May be used to satisfy University Requirements.

BIBL 461 The Corinthian Letters (3-0-3), on demand. Historical, exegetical and practical study of these two significant letters. Prerequisite: sophomore standing; BIBL 101 and 102 (or 103); BIBL 211. May be used to satisfy University Requirements.

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. Prerequisite: sophomore standing; BIBL 101 and 102 (or 103); 211. May be used to satisfy University Requirements.

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 Advanced Introduction to the Old Testament (3-0-3), fall. 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 Advanced Introduction to the New Testament (3-0-3), 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 650 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 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 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 329 Field Work (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. Prerequisite: sophomore standing; BIBL 101 and 102 (or 103) and BIBL 211.

BIBM 340 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. May be used to satisfy University Requirements.

BIBM 341 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. Prerequisite: BIBM 340, BIBL 101 and 102 (or 103), BIBL 211. For majors only. May be used to satisfy University Requirements.

BIBM 390 Family Relations (3-0-3), on demand. Principles involved in establishing a harmonious Christian family relationship. Prerequisite: sophomore standing. May be used to satisfy University Requirements.

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. Prerequisite: junior standing; BIBL 101 and 102 (or 103), BIBL 211. For majors only.

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. Prerequisite: sophomore standing; BIBL 101 and 102 (or 103), BIBL 211. May be used to satisfy University Requirements.

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. Prerequisite: sophomore standing; BIBL 101 and 102 (or 103), BIBL 211. May be used to satisfy University Requirements.

BIBM 403 Christian Worship (3-0-3), fall. Public and private devotions of Christians; biblical, historical, and problems of today. Prerequisite: sophomore standing; BIBL 101 and 102 (or 103), BIBL 211. May be used to satisfy University Requirements.

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. Prerequisite: junior standing, BIBL 101 and 102 (or 103), BIBL 211. May be used to satisfy University Requirements.

BIBM 413 Seminar in Adolescent Moral/Sexual Issues (3-0-3), fall. Provides a biblical framework for understanding the adolescent's

sexual attitudes, values, and behaviors. Prerequisite: junior standing. May be used to satisfy University Requirements.

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. May be used to satisfy University Requirements.

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. May be used to satisfy University Requirements.

BIBM 435 Adolescent Spiritual Formation (3-0-3), fall. Provides an overview of the key developmental issues involved in the spiritual formation of adolescents. Prerequisite: 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 only. 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 and 212. For majors only.

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. Prerequisite: junior standing; BIBL 101, 102, 211; BIBM 340, 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. May be used to satisfy University Requirements.

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. Prerequisite: sophomore standing. Same as THEA 480. May be used to satisfy University Requirements.

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 329 and 391. **A writing-intensive course.**

BIBM 492 Ministry to Children and Families (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, or 212. May be used to satisfy University Requirements.

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: BGRK 442 or 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.

BIBM 602 GST Orientation (0-0-0), fall, spring. Orients GST students in the MACM, MAMI, 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, MAMI, 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, MACM, or MAMI) which introduces ministry students to the resources and practices in the fields of practical theology and contextual education. Prerequisites: Acceptance into the MDiv, MACM, MAMI 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 616 Narrative Evangelism (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 (3-0-6), on demand. *Problems and methods of a practical nature studied in a 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 649 Small Group Ministry (3-0-3), January. Provides biblical foundations, theory, and practice of small groups in ministry contexts. Rather than concentrating on psychology and group dynamics, the nucleus of the course is designing, structuring, implementing, administering, and evaluating small groups in the church.

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 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 679 Theological Reflection in Practice (3-0-3), spring. Focuses on integration of the sub-disciplines of the M.Div. curriculum in response to specific situations (cases) requiring pastoral and theological intervention, towards the aim of producing written briefs for use in Comprehensive Exams. Students will also gain training in the use of cases in ministry. Prerequisite: Student must have finishing M.Div. status.

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 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 to Contemporary Needs (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 to contemporary needs.

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 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). Prerequisites: BIBM 702, 706.

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 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 798 Continuing DMin Study (0-0-0), on demand.

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). May be used to satisfy University Requirements.

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. Same as PHIL 380. Prerequisites: BIBL 101 and 102 (or 103). May be used to satisfy University Requirements.

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. Same as PHIL 478. Prerequisites: BIBL 101 and 102 (or 103). May be used to satisfy University Requirements.

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. Same as PHIL 486. Prerequisites: BIBL 101 and 102 (or 103). May be used to satisfy University Requirements.

BIBP 487 History of Ancient and Medieval Philosophy (3-0-3), fall, odd years. Development of philosophical thought during the ancient and medieval periods. Same as PHIL 487. Prerequisites: BIBL 101 and BIBL 102 (or 103). May be used to satisfy University Requirements.

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. Same as PHIL 489. Prerequisites: BIBL 101 and 102 (or 103). May be used to satisfy University Requirements.

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). May be used to satisfy University Requirements.

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. May be used to satisfy Bible University Core requirements.

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). May be used to satisfy University Requirements.

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). May be used to satisfy University Requirements.

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. Prerequisite: 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 genito-urinary systems. Concurrent enrollment in BIOL 294 required. Prerequisite: 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 302 Limnology-Water Resources (2-6-4), summer, on demand. Field study of lakes and streams with applications to planning management. Includes an introduction to limnology and investigation of representative lakes and streams of the region. 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.

BIOL 305 Ornithology (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.

BIOL 311 Field Botany (2-6-4), summer, on demand. Field identification and ecology of vascular plants as components of natural communities in Michigan. Emphasis is placed upon on-sight examination of plants in communities such as bog, dune, forest marsh, meadow, and swamp. Plants difficult to study under field conditions are brought to the laboratory for microscopic examination and identification. Ecological features such as community stratification and plant zonation along ecological gradients are examined. Laboratory graded and credited with the course. Prerequisite: BIOL 221/223 or 222/224. Course offered at Au Sable Institute. Travel to site required.

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 315 Woody Plants (2-6-4), summer, on demand. Taxonomy, ecology, management, and stewardship of trees and shrubs. Presents the systematic botany of local woody flora including identification by foliage, twigs, wood, and bark, and trees of major economic and ecological importance worldwide. Given in the context of ethical and global questions of deforestation, global warming trends, old growth forest values, lumbering forest ecosystem restoration, and land stewardship. Laboratory graded and credited with the course. Prerequisite: BIOL 221/223 or 222/224. Course offered at Au Sable Institute. Travel to site required.

BIOL 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.

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 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. Prerequisites: 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. Prerequisites: 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 377 Marine Invertebrates (2-6-4), summer, on demand. A study of invertebrate taxonomy, ecology, life histories, and economic importance. Field methods are stressed. Laboratory graded and credited with the course. Prerequisite: BIOL 221/223 or 222/224. Course offered at Au Sable Institute. Travel to site required.

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 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.

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. Prerequisites: 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 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 472 Biochemistry I (3-0-3), fall. Discusses the chemistry, structural aspects, and properties of amino acids, peptides, proteins, vitamins, carbohydrates, lipids, and nucleic acids. Prerequisite: 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 477 Plant Ecology (2-6-4), summer, on demand. Interrelationships between plants and their physical and biotic environments, plant-animal interactions, plant community composition and development, and modern methods of ordination and quantitative analysis with applications to conservation and stewardship. Laboratory graded and credited with the course. Prerequisites: BIOL 221/223 or 222/224, and BIOL 362. Course offered at Au Sable Institute. Travel to site required.

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 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. A writing-intensive course. Prerequisite: senior year biology major or health professions concentration.

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 460 Business Law I (3-0-3), fall. Case studies of the legal environment of business, contracts, sales, and secured transactions. Prerequisite: ACCT 310, with a grade of "C" or better.

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 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 Marital and Family Assessment (3-0-3), spring. An overview of administration, scoring and interpretation of assessment instruments used in marriage problems. Some emphasis on report writing.

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), spring. 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 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.

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. May be used to satisfy University Requirements.

BMIS 371 Religion in Global Contexts (3-0-3), spring. 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. May be used to satisfy University Requirements.

BMIS 391 Service in Global Contexts (3-0-3), spring only. 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. May be used to satisfy University Requirements.

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. Prerequisite: sophomore standing; BIBL 101, 102 (or 103) and BIBL 211. May be used to satisfy University Requirements.

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. May be used to satisfy University Requirements.

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. May be used to satisfy University Requirements.

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 or 104; 102 or 105; 211 and 212.

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. Cross-cultural techniques in survey, experimental, observation, and documentary research, analysis and report writing with considerable emphasis on practical experience.

BMIS 620 Teaching the Gospel (2-1-3), on demand. Guides the student to effectively present the Gospel on a person-to-person basis by devising and implementing evangelistic strategies appropriate to specific people in particular social contexts. A significant portion of the semester will be spent "on the street" doing evangelism.

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 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 or

MKTG 340, 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.

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. Prerequisites: 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 COMPASS placement 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. Prerequisite: 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 (4-0-4), 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. Prerequisite: 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 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.

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 writing-intensive and capstone 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. Prerequisite: CHEM 324; MATH 124 or higher.

CHEM 453 Biochemistry I (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 (3-0-3), spring. Presents the bioenergetics and metabolism of carbohydrates, lipids, proteins and nucleic acids with emphasis on the role of vitamins and hormones. Prerequisite: A grade of "C" or better in CHEM 453.

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. Prerequisite: 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.

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 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 481. 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 481. 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. Prerequisite: 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.

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 alaryngeal 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 Communication Disorders in Bilingual/Bicultural Populations (3-0-3), summer. Current theory and practice of bilingual/bicultural speech- language acquisition, cultural linguistic differences, and disorders.

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. Same as COMP 620 and JMC 620.

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.

COMS - COMMUNICATION

Department of Communication (CAS)

COMS 111 Fundamentals of Communication (3-0-3), fall, spring, summer. Fundamental principles in interpersonal communication, small group communication, and public speaking. May be used to satisfy Speech University Requirements.

COMS 112 Fundamentals of Human Communication/Religious Emphasis (3-0-3), fall. Fundamental principles and skills in interpersonal communication, small group communication, and public speaking. Satisfies Speech University Requirements for Bible, missions, and ministry majors.

COMS 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.

COMS 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.

COMS 222 Debate: Theory and Practice (3-0-3), fall. A study of argument and refutation as applied to the debate situation. Emphasis is upon research, analysis, brief drawing, and actual debating.

COMS 236 General Communication Theory (3-0-3), spring. Introduces results of communication research dealing with intrapersonal, interpersonal, organizational, small group, and intercultural communication as well as source, message, and receiver variables.

COMS 286 Speech Activities in Elementary School (3-0-3), fall, spring, summer. The nature, function, and scope of the speech program in the elementary school, stressing creative dramatics. Required for elementary school teachers; substitutes for COMS 111 in Speech University Requirements.

COMS 331 Small Group Communication (3-0-3), fall, summer. Training in the principles and practices of small group communication including practice with learning situations and problem-solving situations.

COMS 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.

COMS 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: COMS 111.

COMS 345 Intercultural Communication (3-0-3), fall, 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.

COMS 375 Persuasion (3-0-3), fall. Includes theories and principles of communication useful in a number of contexts where individual or group change is important.

COMS 376 Family Communication (3-0-3), fall, spring. An in-depth analysis of communication theory and research related to the family.

COMS 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.

COMS 384 Interview Communication (3-0-3), spring. Theory and practice of communication strategies in the interview process. Class experiences include formal (employment, appraisal) and informal (informing, persuading) interview activities.

COMS 407 Communication in Society (3-0-3), fall. The course is designed to equip students with the principles of decision-making, communication assessment, and communication strategies applicable to solving problems in human information systems. **A writing-intensive course.**

COMS 408 Crisis Management in Organizations (3-0-3), spring, even years. Examines the theory and practice of communication strategies in corporate and legal advocacy processes from both social science and rhetorical perspectives. Legal advocacy emphasizes attorney courtroom communication and juror decision making, while corporate advocacy emphasizes crisis communication and reputational management in organizations.

COMS 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.

COMS 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.

COMS 430 Conflict Management (3-0-3), fall. 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.

COMS 436 Nonverbal Communication (3-0-3), spring. Theory and practice of nonverbal communication in relation to behaviors in numerous contexts and human interactions.

COMS 450 Gender Communication (3-0-3), spring. Explores the role of gender in communication processes. Communication differences between men and women in contexts of family, school, and work organizations; the influence of media in gender stereotypes. Graduate students will design and conduct research to examine various questions/hypotheses. Prerequisite: advanced standing.

COMS 483 Advanced Public Speaking (3-0-3), fall, spring. In-depth practice and principles of various public speaking situations. Prerequisite: COMS 111.

COMS 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.

COMS 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.

COMS 491 Rhetorical Theory (3-0-3), spring, odd years. 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.**

COMS 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. Prerequisite: senior status and consent of instructor.

COMS 508 Crisis Management in Organizations (3-0-3), spring, even years. Examines the theory and practice of communication strategies in corporate and legal advocacy processes from both social science and rhetorical perspectives. Legal advocacy emphasizes attorney courtroom communication and juror decision making, while corporate advocacy emphasizes crisis communication and reputational management in organizations.

COMS 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.

COMS 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.

COMS 536 Nonverbal Communication (3-0-3), spring. Theory and practice of nonverbal communication in relation to behaviors in numerous contexts and human interactions.

COMS 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.

COMS 545 Intercultural Communication (3-0-3), fall, 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.

COMS 550 Gender Communication (3-0-3), spring. Explores the role of gender in communication processes. Communication differences between men and women in contexts of family, school, and work organizations; the influence of media in gender stereotypes. Graduate students will design and conduct research to examine various questions/hypotheses.

COMS 575 Persuasion (3-0-3), fall. Includes theories and principles of communication useful in a number of contexts where individual or group change is important.

COMS 576 Family Communication (3-0-3), fall, spring. An in-depth analysis of communication theory and research related to the family.

COMS 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.

COMS 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.

COMS 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.

COMS 591 Rhetorical Theory (3-0-3), spring, odd years. 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 529. **A writing-intensive course.**

COMS 620 Communication Research Methods (3-0-3), fall. Emphasis on the scientific method, survey research, laboratory research, sampling procedures, questionnaire construction, and interviewing techniques. Same as COMP 620 and JMC 620.

COMS 631 Leading Organizational Change (3-0-3), fall only. 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. This course is specifically aimed toward meeting the professional and continuing education needs of certified wealth counselors who completed the Heritage Institute training.

COMS 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.

COMS 641 Seminar in Interpersonal Communication (3-0-3), spring, odd years. Explores theory and variables from the body of scientific literature dealing with interpersonal communication.

COMS 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.

COMS 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.

COMS 683 Cultural Case Studies (3-0-3), summer. Analysis of several intercultural encounters between U.S. citizens and foreigners in the latter's cultural setting. Application of principles of cross-cultural involvement.

COMS 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.

COMS 686 Communication Consulting and Assessment (3-0-3), spring, odd years. Methods used in assessing communication behavior in organizations, preparing intervention techniques, and evaluating communication effectiveness.

COMS 687 Principles of Rhetorical Criticism (3-0-3), fall. Methodology course covering the different rhetorical theories used for criticism of either single rhetorical events or campaigns combining several symbolic events.

COMS 697 OHRD 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 OHRD Learning Outcome and Competencies. Prerequisites: Student must have 30 hours of the degree plan successfully complete.

COMS 698 Research Project Thesis Equivalent (0-0-6). * To be presented with departmental approval, in lieu of the traditional thesis.

COMS 699 Master's Thesis (0-0-6). * 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 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 Practical Skills and Theory in Conflict Resolution (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.

CONVERGENCE JOURNALISM (SEE JMC)

CORE-CORNERSTONE

University Studies

CORE110 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 and Identity (3-0-3). The purpose of this course is to engage students in thinking critically, missionally, and globally about the ideas which shape our current and future views of ourselves. Special attention is given to a Christian perspective of liberal education as a foundation for life long integration of faith, ideas, and action. Students will be exposed to various historical ideas about the self, consider the differences between human persons and the rest of creation, examine exterior forces that constrain the self, and create a statement of personal identity. This will be done through in class presentations, mentored class discussion, and personal and collaborative writing to reflect on how individually and as a culture we have come to understand ourselves and how we might change our understanding now and in the future.

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 (SITC)

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; COMPASS placement 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. Prerequisites: CS 116 or CS 120.

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. Prerequisites: 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: Completion of CS 111 with a grade of C or better, or concurrent enrollment in MATH 124 or MATH 185.

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 111 and 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.

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. Prerequisites: 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. Prerequisites: CS 130 with a grade of "C" or better.

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.

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.

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.

CS 330 The Human-Computer Interface (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. Prerequisites: CS 116 or CS 120.

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. Programming experience required. Prerequisite: 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.

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. Prerequisites: CS 220.

CS 365 Theory of Computation (3-0-3), spring, odd years. 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.

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.

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 325.

CS 420 Networks and Distributed Computing (3-0-3), fall, odd years. 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. Prerequisites: IT 221.

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, even years. 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.

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.

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 (SITC)*

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.

DET310 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 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.

DET410 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), fall, 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. Prerequisites: 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 18th 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 18th 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), fall. 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. Prerequisites: DSGN 301: Intermediate Design I. Co-requisite: DSGN 352: Building Systems 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. Prerequisites: 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.

EACH - EARLY CHILDHOOD

Department of Teacher Education (CEHS)

EACH 363 Early Language and Literacy (3-0-3). 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. Prerequisite: EDUC 250, Admission to Teacher Education program required.

EACH 451 Guidance in Early Childhood (3-0-3). 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). 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. Prerequisites: 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.

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 Education Foundations and Multicultural Perspectives (3-0-3). 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.

EDUC 221 Educational Psychology (3-0-3). 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). 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 312 Field Experience in Guidance and Development (3-0-3). 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). 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). 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). A study of techniques of teaching mathematics with various teaching innovations. Prerequisites: EDUC 211; MATH 237, 238. Admission to Teacher Education Program required.

EDUC 411 Elementary Curriculum, Materials, and Media (3-0-3). 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.

EDUC 412 Secondary Curriculum and Media (3-0-3). 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.

EDUC 431 Elementary Management and Methods (3-0-3). 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.

EDUC 432 Secondary Management and Methods (3-0-3). 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.

EDUC 476 Effective Teaching Strategies for English Language Learners (3-0-3). 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 or READ 363.

EDUC 490 Student 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 coursework in the candidate's content field and in Professional Education must be completed prior to admission to student teach.

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 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.

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.

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.

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.

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 English (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 sub-score 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 COMPASS placement into ENGL 111. May be used to satisfy University Requirements English 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 Requirement.

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 Requirement.

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 Requirement.

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 Requirement.

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 Requirement.

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 Requirement.

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 Requirement.

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 322 Fiction Workshop (3-0-3), fall. Writing of fiction with guidance from lectures and class members' critiques. Prerequisites: 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. Prerequisites: 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. A writing-intensive course. Designed for future teachers and writers.

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. Prerequisites: 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. COMS 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 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 Requirements 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 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 411 English Seminar (0-1-No credit), fall, spring. Seminar in scholarly and professional competencies. Same as ENGL 412 but noncredit. Includes attendance at literary events, visiting speakers, workshops, and departmental presentations, and progress on the majors' portfolio. Prerequisite: sophomore standing. English majors are required to take English Seminar two semesters including once for credit. The non-credit version may be repeated.

ENGL 412 English Seminar (0-1-1), fall, spring. Seminar in scholarly and professional competencies. Same as ENGL 411 but for credit. Includes attendance at literary events, visiting speakers, workshops, and departmental presentations; portfolio preparation; and individual presentation. Prerequisite: sophomore standing. English

majors are required to take English Seminar two semesters including once for credit.

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), 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. Prerequisites: Completion of sophomore English requirements and junior standing.

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. A writing-intensive course. Prerequisite: senior standing. For majors only.

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. COMS 591 may be substituted for this course.

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 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). 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 Physics (CAS)

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 120/121; 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 335 Introduction to Electronics (2-0-2), 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 336 is required. Prerequisite: calculus or concurrent enrollment in MATH 186. Same as PHYS 335.

ENGR 336 Introduction to Electronics Laboratory (0-3-1), spring. Concurrent enrollment in ENGR 335 is required. Same as PHYS 336.

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.

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 Science 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 Rangeland Plants (2-3-3), fall. Identification, classification, multiple use and economic value of native and introduced range plants in the Southwest. Laboratory graded and credited with course. Prerequisite: junior standing.

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.

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. A writing-intensive course. Prerequisite: senior standing.

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 251 Introduction to Family Studies (3-0-3), fall, spring. 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, spring. 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 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 432 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 452 Parenting and Family Skills (3-0-3), fall, spring. 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. **A writing-intensive course.**

FAM 453 Family Crises and Resiliency (3-0-3), spring. 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 495 Family Studies Practicum (1-8-3),* fall, spring. 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.

FAM 532 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 552 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 553 The Family and Community (3-0-3), spring. 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 554 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 555 Ministry to Fathers (3-0-3), fall, 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 556 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.

FAM 606 Field Practicum (3-0-3), fall, spring. Supervised experiences in a program involving children, youth, adults or families. Minimum of 300 clock hours work experience in the field required. Written report and oral examination required for credit to be granted.

FAM 699 Master's Thesis (0-0-6).*

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; and 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.

FIN 499 Finance Internship (3-0-3),* on demand. A practical work experience in accounting or finance. Prerequisite: 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.

FLAR – ARABIC

Department of Language and Literature (CAS)

FLAR 131 Beginning Arabic I (2-0-2), fall. Provides initial language acquisition instruction in speaking, reading, writing, listening and cultural skills. A Dialektos course. Concurrent enrollment in FLIN 130. May be used to satisfy University Requirements.

FLAR 132 Beginning Arabic II (2-0-2), spring. Provides growth in language acquisition toward minimal competency in speaking, reading, listening, writing and cultural skills. A Dialektos course. Prerequisites: FLAR 131 and concurrent enrollment in FLIN 130. May be used to satisfy University Requirements.

FLAR 231 Intermediate Arabic I (2-0-2), fall. Provides instruction in language acquisition towards Intermediate Mid proficiency in speaking, writing, listening, reading and cultural skills. A Dialektos course. Prerequisite: FLAR 132 and concurrent enrollment in FLIN 230.

FLAR 232 Intermediate Arabic II (2-0-2), fall. Provides instruction in language acquisition toward Intermediate High proficiency in speaking, writing, listening, reading and cultural skills. A Dialektos course. Prerequisite: FLAR 231 and concurrent enrollment in FLIN 230.

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.

FLFR - FRENCH

Department of Language and Literature (CAS)

FLFR 111 Elementary French I (3-1-3), fall. An introduction to the basic skills of speaking, listening comprehension, reading and writing. Prerequisite: 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.

FLFR 112 Elementary French II (3-1-3), spring. A continuation of FLFR 111. Prerequisite: FLFR 111 or equivalent. Non-credit laboratory required. May be used to satisfy University Requirements.

FLFR 221 Intermediate French I (3-0-3), fall. Further study of basic grammar with greater emphasis on conversation and reading. Prerequisite: FLFR 112 or equivalent through testing.

FLFR 222 Intermediate French II (3-0-3), spring. Grammar review, reading, conversation, and composition. Prerequisite: FLFR 221 or equivalent through testing.

FLGE - GERMAN

Department of Language and Literature (CAS)

FLGE 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. Prerequisite: 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.

FLGE 112 Elementary German II (3-1-3), spring. A continuation of FLGE 111. Prerequisite: FLGE 111 or equivalent through testing. Non-credit laboratory required. May be used to satisfy University Requirements.

FLGE 221 Intermediate German I (3-0-3), fall. Grammar review with stress on the skills of reading, speaking, and composition. Prerequisite: FLGE 112 or equivalent through testing.

FLGE 222 Intermediate German II (3-0-3), spring. A continuation of FLGE 221 with more extensive reading. Prerequisite: FLGE 221 or equivalent through testing.

FLIN – LINGUISTICS

Department of Language and Literature (CAS)

FLIN 130 Language Learning Strategies (1-0-1), fall, spring. Course management, assessment, and cultural elements for Dialektos language program.

FLIN 230 Language Learning Strategies (1-0-1), fall, spring. Course management, assessment, and cultural elements for Dialektos language program.

FLJA – JAPANESE

Department of Language and Literature (CAS)

FLJA 131 Beginning Japanese I (2-0-2), fall. Provides initial language acquisition instruction in speaking, reading, writing, listening and cultural skills. A Dialektos course. Concurrent enrollment in FLIN 130. May be used to satisfy University Requirements.

FLJA 132 Beginning Japanese II (2-0-2), spring. Provides growth in language acquisition toward minimal competency in speaking, reading, listening, writing and cultural skills. A Dialektos course. Prerequisite: FLJA 231 and concurrent enrollment in FLIN 130. May be used to satisfy University Requirements.

FLJA 231 Intermediate Japanese I (2-0-2), fall. Provides instruction in language acquisition towards Intermediate Mid proficiency in speaking, writing, listening, reading in cultural skills. A Dialektos course. Prerequisite: FLJA 132 and concurrent enrollment in FLIN 230.

FLJA 232 Intermediate Japanese II (2-0-2), fall. Provides instruction in language acquisition toward Intermediate High proficiency in speaking, writing, listening, reading and cultural skills. A Dialektos course. Prerequisite: FLJA 231 and concurrent enrollment in FLIN 230.

FLLA - LATIN

Department of Language and Literature (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. Prerequisite: 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.

FLMA – MANDARIN

Department of Language and Literature (CAS)

FLMA 131 Beginning Mandarin I (2-0-2), fall. Provides initial language acquisition instruction in speaking, reading, writing, listening and cultural skills. A Dialektos course. Concurrent enrollment in FLIN 230.

FLMA 132 Beginning Mandarin II (2-0-2), spring. Provides growth in language acquisition toward minimal competency in speaking, reading, listening, writing and cultural skills. A Dialektos course. Prerequisite: FLMA 131 and concurrent enrollment in FLIN 130.

FLMA 231 Intermediate Mandarin I (2-0-2), fall. Provides instruction in language acquisition towards Intermediate Mid proficiency in speaking, writing, listening, reading and cultural skills. A Dialektos course. Prerequisite: FLMA 132 and concurrent enrollment in FLIN 230.

FLMA 232 Intermediate Mandarin II (2-0-2), fall. Provides instruction in language acquisition toward Intermediate High

proficiency in speaking, writing, listening, reading and cultural skills. A Dialektos course. Prerequisite: FLMA 231 and concurrent enrollment in FLIN 230.

FLRU – RUSSIAN

Department of Language and Literature (CAS)

FLRU 131 Beginning Russian I (2-0-2), fall. Provides initial language acquisition instruction in speaking, reading, writing, listening and cultural skills. A Dialektos course. Concurrent enrollment in FLIN 130.

FLRU 132 Beginning Russian II (2-0-2), spring. Provides growth in language acquisition toward minimal competency in speaking, reading, listening, writing and cultural skills. A Dialektos course. Prerequisite: FLRU 131 and concurrent enrollment in FLIN 130.

FLRU 231 Intermediate Russian I (2-0-2), fall. Provides instruction in language acquisition towards Intermediate Mid proficiency in speaking, writing, listening, reading and cultural skills. A Dialektos course. Prerequisites: FLRU 132 and concurrent enrollment in FLIN 230.

FLRU 232 Intermediate Russian II (2-0-2), fall. Provides instruction in language acquisition toward Intermediate High proficiency in speaking, writing, listening, reading and cultural skills. A Dialektos course. Prerequisite: FLRU 231 and concurrent enrollment in FLIN 230.

FLSP - SPANISH

Department of Language and Literature (CAS)

FLSP 111 Elementary Spanish I (3-1-3), fall. Introduction to the Spanish language. Emphasis on oral communication skills. Prerequisite: E-ACT English, 19 or above; or SAT verbal of 460; or ENGL 003/004; or approval by department. Non-credit laboratory required.

FLSP 112 Elementary Spanish II (3-1-3), spring. A continuation of FLSP 111. Prerequisite: FLSP 111 or equivalent through testing. Non-credit laboratory required.

FLSP 221 Intermediate Spanish I (3-0-3), fall. Writing, conversation, and selected readings, along with grammar review. Prerequisite: FLSP 112 or equivalent through testing.

FLSP 222 Intermediate Spanish II (3-0-3), spring. A continuation of FLSP 221. Prerequisite: FLSP 221 or equivalent through testing.

FLSP 352 Peninsular Spanish Culture (3-0-3), fall, even years. Historical, geographical, and cultural backgrounds of modern Spain with selected readings from modern prose. Prerequisite: FLSP 222 or equivalent through testing.

FLSP 353 Latin American Culture Historical (3-0-3), spring, odd years. Geographical, and cultural backgrounds of modern Hispanic America with selected readings from modern prose. Prerequisite: FLSP 222 or equivalent.

FLSP 385 Advanced Spanish Grammar (3-0-3), fall. Analysis of the Spanish language for the purpose of practical application in oral and written composition. Prerequisite: FLSP 222 or equivalent through testing.

FLSP 386 Advanced Spanish Composition (3-0-3), spring, even years. Development of written and oral expression in Spanish. Models of usage are drawn from readings and recordings. A writing-intensive course. Prerequisite: FLSP 222 or equivalent through testing.

FLSP 388 Advanced Spanish Conversation (3-0-3), on demand. Development of oral language skills with emphasis on vocabulary building and mastery of idiomatic expressions. Prerequisite: FLSP 222 or equivalent through testing.

FLSP 480 Hispanic Drama (3-0-3), fall, even years. Reading and analysis of major dramatic works from both Spain and Latin America. Prerequisite: FLSP 222 or equivalent through testing.

FLSP 481 Hispanic Novel (3-0-3), spring, odd years. Reading and analysis of selected novels and short stories from both Spain and Latin America. Prerequisite: FLSP 222 or equivalent through testing.

FLSP 482 Survey of Peninsular Spanish Literature (3-0-3), fall, odd years. An overview of major literary works from the Middle Ages to the twentieth century. Prerequisite: FLSP 222 or equivalent through testing.

FLSP 483 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: FLSP 222 or equivalent through testing.

FLSP 490 Spanish for Teachers (3-0-3), on demand. Advanced studies in Spanish language and culture in view of a career in foreign language teaching. Prerequisite: FLSP 222 or equivalent through testing.

FLSP 491 Oral Proficiency for Educators (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.

FRENCH (SEE FLFR – FRENCH)

GEOG - GEOGRAPHY

Department of History (CAS)

GEOG 235 World Geography (3-0-3), fall, spring. 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), 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.

GEOG - GEOLOGY

Department of Chemistry and Biochemistry (CAS)

GEOG 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 Science University Requirements.

GERMAN (SEE FLGE – GERMAN)

GERO - GERONTOLOGY

Department of Sociology (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 serving the older member, and show how to utilize the talents of mature church members. Same as BIBM 437.

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. A writing-intensive course. Same as SOCW 441/541.

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 460/560.

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. A writing-intensive course. Same as SOCW 441/541.

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 460/560.

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. Same as PSYC 631.

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 SCHOOL

Graduate School

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.

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 *or* ENGL 232 *or* 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 221 Introductory Nutrition (3-0-3), fall, spring. 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. Same as NUTR 221.

HED 241 First Aid/CPR (1-0-1), fall, spring. Basic first-aid and cardio-pulmonary resuscitation. Same as KINE 241. Special fee required.

HED 322 School Health Programs (3-0-3), spring, odd years. Health needs and interests of secondary students as a basis for selecting, planning and demonstrating appropriate learning experiences.

HED 324 Drug Education (3-0-3), fall. 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 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 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.

HIST - HISTORY

Department of History (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 Requirement.

HIST 118 Civilization II (3-0-3), fall, spring. Survey of the social, economic, religious, political and aesthetic activities of western civilization from 1660 to the present. May be used to satisfy University Requirement.

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 Requirement.

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 Requirement.

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.

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. A writing-intensive course. Prerequisite: three hours of 100-299 history.

HIST 402 The American National Period, 1763-1824 (3-0-3), fall, 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 403 Jacksonian America, 1824-1850 (3-0-3), spring, odd years. A survey of social, political and cultural developments in the United States from 1824-1850. Prerequisite: three hours of 100-299 history.

HIST 404 The Gilded Age/Progressive Era in the United States (3-0-3), fall, even 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 U.S. History Since 1920 (3-0-3), fall, odd years. Political, social and economic developments in the United States from 1920 to the present. Prerequisite: three hours of 100-299 history.

HIST 411 Ancient Near Eastern and Greek Civilization (3-0-3), spring, even years. A social, political, philosophical and religious survey of Western civilization from Mesopotamian society through Classical Greece (ending with the death of Alexander in 323 BC). Prerequisite: three hours of 100-299 history.

HIST 412 Hellenistic and Roman Civilizations (3-0-3), fall, even years. A social, political, philosophical and religious survey of ancient Hellenistic and Roman civilizations from 323 B.C. to the fall of the Roman Empire. Prerequisite: three hours of 100-299 history.

HIST 413 The Medieval Era (3-0-3), fall, 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. Prerequisites: Three hours of HIST 100-299.

HIST 416 Near East in Modern Times (3-0-3), fall, odd years. Ideological, political and socio-economic development of the Near East from about 1900, with special attention to imperialism, nationalism and modernization. Prerequisite: junior standing or completion of three hours of 100-299 history.

HIST 421 History of American Thought (3-0-3), fall, even years. Main currents of American thought since the end of the colonial era. Prerequisite: Junior standing or completion of three hours of 100-299 history.

HIST 436 History of Africa (3-0-3), fall, even years. A survey of social, political, and cultural history of Africa from its earliest beginnings to the present. Prerequisite: three hours of 100-299 history.

HIST 451 American Diplomacy (3-0-3), spring, 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), fall, 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 472 Renaissance and Reformation (3-0-3), fall, even years. Europe from the late Middle Ages to 1648: the background of the Reformation, the major reformers, Luther, Calvin, Zwingli, Knox, the English Reformation, and the Thirty Years War. Prerequisite: Junior standing or completion of three hours of 100-299 history.

HIST 474 Recent Europe (3-0-3), spring, even years. Europe from Napoleon to the present: the Industrial Revolution, the Unification of Germany, the Age of Imperialism, World Wars I and II, the Third Reich, the Soviet Union and after. 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 Latin American Colonial Experience (3-0-3), fall, even years. Formation of the Latin American cultures, beginning with pre-Columbian civilizations and their merger with those of Spain and Portugal, and progressing through eventual revolution. Prerequisite: junior standing or completion of three hours of 100-299 history.

HIST 479 Latin American Modern Era (3-0-3), spring, odd 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), spring. The history of Texas from prehistoric times to the present. Prerequisite: junior standing or completion of three hours of 100-299 history.

HIST 481 Colonial America (3-0-3), spring, odd years. Surveys the exploration of the new world, the founding of colonies in North America, westward expansion, Indian relations, and the role of religion, 1600-1763. Prerequisite: junior standing or completion of three hours of 100-299 history.

HIST 482 The American South (3-0-3), spring, even years. An examination of the social, religious, and political evolution of the American South from the colonial era to the modern period. Prerequisite: junior standing or completion of three hours of 100-299 history.

HIST 483 The American West (3-0-3), fall, even years. The advance of the American West from colonial times through the first half of the 20th Century. Prerequisite: junior standing or completion of three hours of 100-299 history.

HIST 484 The Civil War (3-0-3), spring, odd years. The economic, social, and political impact of the Civil War upon some of the essential currents in the history of the United States. Prerequisite: Junior standing or completion of three hours of 100-299 history.

HIST 485 Russia (3-0-3), fall, odd years. 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 490 Mexico: Growth and Culture (3-0-3), on demand. Major facets of the Mexican experience, with emphasis on the personalities and institutions that have shaped contemporary Mexico. Prerequisite: junior standing or completion of three hours of 100-299 history.

HIST 495 Far East in Modern Times (3-0-3), spring, even years. The uniqueness of Asian backgrounds and experiences, with attention to American and European relations with Asia. Prerequisite: junior standing or 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 516 Near East in Modern Times (3-0-3), fall, odd years. Ideological, political and socio-economic development of the Near East from about 1900, with special attention to imperialism, nationalism and modernization.

HIST 521 History of American Thought (3-0-3), fall, even years. Main currents of American thought since the end of the colonial era.

HIST 552 Historical Documentary Production (3-0-3), spring, even 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 553 Oral History (3-0-3), on demand. Develops the research, writing, interviewing, editing, indexing and administrative skills necessary to develop and to execute an oral history project within an institutional setting.

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), fall, odd years. The course of American social and ethnic development from the end of the colonial era to the present.

HIST 572 Renaissance and Reformation (3-0-3), fall, even years. Europe from the late Middle Ages to 1648: the background of the Reformation, the major reformers, Luther, Calvin, Zwingli, Knox, the English Reformation and the Thirty Years War.

HIST 573 French Revolution and Napoleon (3-0-3), spring, odd years. Europe from 1648 to 1815; the Enlightenment background to the Revolution, the development of the Revolution, from 1789 to 1799, the rise of Napoleon and the development of his empire, his decline, and the Congress of Vienna.

HIST 574 Recent Europe (3-0-3), spring, even years. Europe from Napoleon to the present: the Industrial Revolution, the Unification of Germany, the Age of Imperialism, World Wars I and II, the Third Reich, the Soviet Union and after.

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 Latin American Colonial Experience (3-0-3), fall, even years. Formation of the Latin American cultures, beginning with pre-Columbian civilizations and their merger with those of Spain and Portugal, and progressing through eventual revolution.

HIST 579 Latin American Modern Era (3-0-3), spring, odd 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), spring. The history of Texas from prehistoric times to the present.

HIST 581 Colonial America (3-0-3), spring, odd years. Surveys the exploration of the new world, the founding of colonies in North America, westward expansion, Indian relations, and the role of religion, 1600-1763.

HIST 582 The American South (3-0-3), spring, even years. An examination of the social, religious, and political evolution of the American South from the colonial era to the modern period. A writing-intensive course.

HIST 583 The American West (3-0-3), fall, even years. The advance of the American West from colonial times through the first half of the 20th century.

HIST 584 The Civil War (3-0-3), spring, odd years. The economic, social, and political impact of the Civil War upon some of the essential currents in the history of the United States.

HIST 585 Russia (3-0-3), fall, odd years. Russian history from Kievan times to the present, with special emphasis on the Soviet Union and Communist ideology.

HIST 595 Far East in Modern Times (3-0-3), spring, even years. The uniqueness of Asian backgrounds and experiences, with attention to American and European relations with Asia.

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 from 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 noncredit.

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 COMS – 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)

INTS - INTERNATIONAL STUDIES

Department of History (CAS)

INTS 210 Introduction to Global Studies (1-0-1), fall, spring. Designed to improve the cultural competence of students who are studying abroad. Students engage a particular cultural group in anticipation of participation in ACU's Study Abroad programs in Uruguay or Great Britain. The focus of the course is experiential in nature. *Available only to students enrolled in one of ACU's Study Abroad programs.*

INTS 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 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.*

INTS 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.*

INTS 301 Language and Culture (3-0-3), fall. Interconnected relationships between language and culture leading to communicative competence. Language structures, cultural models, and semantic analysis. Prerequisites: sophomore standing.

INTS 499 International Studies Seminar (3-0-3), spring. In seminar sessions, a comprehensive integration of various disciplines of the international studies program and a senior project, individually designed in co-operation with the instructor. A writing-intensive course.

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 (3-0-3), 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. A writing-intensive course. Prerequisite: junior standing.

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 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), TBA. 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 (SITC)

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 (3-1-3), 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 Development I (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: 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. Prerequisites: IT 220

IT 325 Web Development II (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: IT 220 and IT 225.

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), TBA. 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 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. Prerequisite: IT 220, IT 221 and CS 116 or CS 120

IT 495 Information Technology Internship (3-0-3), TBA. A work/study field experience. Students apply classroom knowledge and skills in a professional setting. Projects are selected/assigned in conjunction with a faculty advisor, and work is performed under the direction of an employer representative in consultation with the faculty advisor. Requires submission of a reflective paper. Prerequisite: Completion of all required 100- and 200-level CS and IT courses.

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.

IT 610 IT Services and Administration (3-0-3), TBA. 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), TBA. 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), TBA. 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), TBA. 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 650 Internship in Global IT Operations (0-3-3), TBA. 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)*, TBA. 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.

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.

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), fall, spring. Develops basic verbal skills necessary to communicate on the air effectively. Areas of concentration will include phonetic skills, proper diction, pronunciation, simultaneous announcing, equipment usage, and FCC rules for operator practices.

JMC 201 Introduction to Visual Media (3-1-3), fall, spring. Principles and practice of visual communication including the use of digital photography, digital video production, multimedia, and Web site design. Students will analyze and practice creative content development for new media journalism using established industry tools and techniques.

JMC 223 Convergence Reporting I (3-1-3), fall, spring. 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. Prerequisite: JMC 100, 102, 201.

JMC 233 Photography (3-0-3), fall, spring. A study of the principles of photography with emphasis upon shooting assignments for the mass media, criticizing and editing photographs, making quality prints, and digital image editing. Students must own an instructor approved digital camera. Prerequisites: JMC 100, 102, 201.

JMC 234 Advanced Photography (3-0-3), on demand. Emphasis upon development of camera technique, print making, studio lighting, and portfolios. Students will work in black and white and color

materials. Students must have 35mm camera. A passing grade in the lab portion of the class is necessary to pass the course. Prerequisite: JMC 100, 102, 201, 233.

JMC 239 Writing for Electronic Delivery (3-1-3), fall, spring. An active study of the creation of messages for delivery in various electronic forms. Emphasis placed on news values, journalistic style and media ethics. Prerequisites: JMC 100, 102, 201.

JMC 260 Television Studio Production (3-3-3), fall, spring. An introduction to TV Studio Production including the operation of studio cameras, switchers and video recording. This course will cover lighting, studio audio, video graphics, set design, and program editing and production. Prerequisites: JMC 100, 102, 201.

JMC 310 Interactive Media (3-0-3), fall, spring. The understanding and practice of mediated, digital messages, especially focusing on the purpose, design, format, and audiences of these types of messages for self-paced and group learning. Prerequisites: JMC 102, 201.

JMC 317 Electronic Media Principles (3-0-3), spring. 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, 201 and completion of 60 hours.

JMC 321 Student Media Lab (0-1-No credit), fall, spring. This lab experience will enhance journalism and mass communication skills through participation on a student media or agency staff. Involvement in a variety of writing, editing, research, planning and production tasks will enhance student understanding and application of skills in the professional environment. Two semesters are required for all JMC majors. Convergence Journalism majors spend both semesters on the JMC Network. Ad/PR majors spend at least one of the required two on the Agency staff. Prerequisites: Junior standing, JMC 100, JMC 102, (for Convergence Journalism majors), and JMC 100, 102, 347 and 348 for Ad/PR majors Graded credit/no credit. Fee required.

JMC 324 Convergence Reporting II (3-1-3), fall, 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. Prerequisites: JMC 102, 223.

JMC 333 Photojournalism (3-0-3), spring, even years. Study of the use of the camera and photographs to report and tell a story in the media. Extensive laboratory experience. Prerequisites: JMC 223, 233.

JMC 341 Copy Editing (3-2-3), fall. Principles and practice of copy editing and headline writing. Prerequisite: JMC 223.

JMC 342 Publication Design (4-3-3), fall. Principles and practices of typography, graphic journalism, and publication design. 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, 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, 201.

JMC 351 Electronic Publishing (3-0-3), fall, spring. A conceptual and practical study of the principles and tools of electronic publishing. Prerequisites: JMC 201, 342.

JMC 352 Advanced Digital Media (3-0-3), spring. An active study of the theory and application of digital media techniques, emphasizing real-life projects, information architecture and professional Web-building software.

JMC 360 Television Field Production (3-0-3), fall, spring. A course in television field production including the operation of professional

ENG cameras and linear and non-linear editors. Students will produce program segments suitable for airing on local stations, or for video and Web distribution. Prerequisites: JMC 260.

JMC 364 Media and Religion (3-0-3), on demand. 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 389 Public Relations Writing (3-0-3), 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 223 or JMC 239, 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 239, JMC 278 and JMC 342.

JMC 391 Ad/PR Media Planning (3-0-3), fall. Study and practice in evaluating and selecting media for marketing communications. Emphasis on strategy, audience measurement, budgeting, scheduling, buying and plan writing. Prerequisite: JMC 347 and 348.

JMC 405 Visual Portfolio (1-0-3), on demand. Designed for the senior photojournalism or electronic media major under collaborative instruction from an advisor or mentor for the preparation of a visual portfolio which showcases the student's talents and abilities in the field of mass communication. Prerequisite: senior standing; JMC 333, 360 or 452.

JMC 438 Broadcast News (3-0-3), spring. 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 324, 360.

JMC 449 Opinion Writing (3-0-3), fall, odd 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 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. A writing-intensive course. Prerequisite: completion of 60 hours and JMC 102 for majors.

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: JMC 390; and either JMC 389 or JMC 391

JMC 495 JMC Internship (1-0-1), fall, spring. On-the-job training for a minimum of 160 hours under the student's JMC advisor and a supervisor at the internship site. Prerequisites: senior standing as a JMC major and approval by the internship director.

KINE- KINESIOLOGY

Department of Kinesiology and Nutrition (CEHS)

KINE 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. Must be used to satisfy Kinesiology University Requirements. For majors only.

KINE 110 Introduction to Exercise Science (3-0-2), fall. Overview of exercise science and health careers. For majors only.

KINE 121 Sport Pedagogy (0-6-1), fall, even years. Theory and practice in the development of basic sports skills. For exercise and sport science majors only. Prerequisites: 2.5 GPA. Fulfills PEAC activity requirement for exercise and sport science majors only.

KINE 122 Sport Pedagogy (0-6-1), spring, odd years. Theory and practice in the development of basic sports skills. For exercise and sport science majors only. Prerequisites: 2.5 GPA. Fulfills PEAC activity requirement for exercise and sport science 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.

KINE 206 Strength Training (0-3-1), fall, spring. 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), fall, spring, summer. 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, summer on demand. Basic first-aid and cardio-pulmonary resuscitation. Same as HED 241. Special fee required.

KINE 244 Fitness Pedagogy (0-6-1), fall, odd years. Theory and practice in the development of basic sports skills. For exercise and sport science majors only. Prerequisites: 2.5 GPA. Fulfills PEAC activity requirement for exercise and sport science majors only.

KINE 245 Fitness Pedagogy (0-6-1), spring, even years. Theory and practice in the development of basic sports skills. For exercise and sport science majors only. Prerequisites: 2.5 GPA. Fulfills PEAC activity requirement for exercise and sport science majors only.

KINE 311 Motor Behavior (3-0-3), fall, summer. 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.

KINE 321 Sport Practicum (0-3-1), fall, spring. Actual teaching of an activity strength training class. Prerequisites: KINE 241 and departmental approval. 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. For majors only.

KINE 333 Youth Activity Program (3-0-3), fall. Theory and practice of activities suited to different age groups.

KINE 334 Elementary Physical Education Design (3-0-3), spring. Advanced work in activities, skill progression, and curriculum development. Prerequisite: KINE 333.

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 361 Health Fitness Evaluation (0-3-1), fall, spring. This course allows the future professional to develop a variety of fitness evaluation skills. Prerequisites: KINE 241 and departmental approval. For majors only.

KINE 372 Exercise Physiology (3-0-3), fall. An examination of the effects of physical activity upon the human body. Lab required. Co-requisite: KINE 373. KINE 373 co-requisite waived for coaching minors.

KINE 373 Exercise Physiology Lab (0-1-1), fall. Laboratory experience offering hands-on practice in fitness testing and evaluation using state-of-the-art technology. Co-requisite KINE 372; exception for EXSS majors only. Prerequisite: KINE 232.

KINE 391 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.

KINE 420 Exercise Science Internship (0-40-6), 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). Prerequisite: Approval of advisor, KINE 372/373, KINE 460, completion of 90 hours and a GPA of 2.7. Special fee is required.

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, spring. 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 464 Advanced Theory and Practice (0-3-1), fall, spring. Intensifies the student's professional knowledge and skills as related to a selected activity. Prerequisites: KINE 241 and departmental approval. For majors only. May be repeated three times.

KINE 470 Organization and Administration of Secondary Physical Education (3-0-3), fall, summer, on demand. The program of activities; evaluation, adaptation, selection, and management; construction and repair of facilities; organization of materials; classification for work; bibliography, periodicals, allied organizations. Prerequisites: KINE 232, 241. **A writing-intensive course.**

KINE 473 Cardiovascular Physiology (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.

KINE 475 Physical Activity and Aging (3-0-3), fall, 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 and KINE 473.

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. Prerequisite: KINE 372 and completion of required majors activity courses.

KINE 490 Adapted Physical Education (3-0-3), spring. An overview of handicapping conditions and a study of special education programming for meeting the individual needs of exceptional students. **A writing-intensive course.**

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.

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, summer. Practical application of analysis, diagnosis, and demonstration as used in a teaching situation. Prerequisite: KINE 232.

KINE 576 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.

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 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 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 refundings; 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 COMPASS 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). 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 COMPASS placement into MATH 120. For non-science, non-business majors. Will satisfy University Requirements mathematics requirement.

MATH 123 Introduction to Probability and Statistics (3-0-3), fall, spring. Introductory survey of probability including discrete probability and common probability models. Includes techniques for describing, exploring and comparing data and basic estimation procedures. Prerequisite: meet one of the following - MATH SAT score of 500; MATH ACT score of 20; MATW 019; or COMPASS placement into MATH 123. Will satisfy University Requirements mathematics requirement.

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 COMPASS placement. 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 COMPASS placement into MATH 130. For COBA, information technology, and agribusiness majors only. Will satisfy University Requirements mathematics requirement. 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 COMPASS placement. 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, differentiation and integration of elementary functions, applications to curve sketching, max/min problems, rates, and approximations. Units on exponential and logarithm functions, the trigonometric functions, and inverse trig functions. Prerequisite: MATH 124 or a satisfactory score on COMPASS placement exam. Will satisfy University Requirements mathematics requirement. 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. Techniques for finding antiderivatives, applications of integration including volumes of solids of revolution, arc length, and center of

mass. Sequences, infinite series, and polynomial approximation. 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 Fundamentals of Number and Arithmetic (3-0-3), fall, spring. Study and investigation of concepts related to numbers, number systems, and their properties; representations of operations; development of computational algorithms; patterns, relations, functions and algebraic reasoning as specified by national and state standards for teaching EC-6 mathematics. Prerequisite: MATH 120, MATH 123, MATW 020/120, or higher. For IDSC, IDSP, and MATM majors only.

MATH 238 Concepts of Mathematics (3-0-3), fall, spring, summer. Study of concepts and principles of geometry and measurement, probability and statistics and their applications as specified by national and state standards for teaching EC-6 mathematics. Prerequisite: grade of "C" or better in MATH 237. For IDSC and IDSP majors only.

MATH 247 Number Concepts of Middle School Mathematics (3-0-3), fall. Number systems, properties, and concepts involving operations, modeling of computational algorithms (integers, fractions, and decimals), number theory, proportionality, algebraic thinking, and mathematical processes (problem solving) as specified by national and state standards for teaching grades 4-8 mathematics. Prerequisites: MATH 237 and one of MATH 124, 131, 238. For IDSP and MATM majors only.

MATH 248 Foundations of Middle School Mathematics (3-0-3), spring. Sets, logic, number theory, algebraic structure, mathematical processes (logical reasoning and mathematical proof) as specified by national and state standards for teaching grades 4-8 mathematics. Prerequisite: MATH 131 or 185. For MATM majors only.

MATH 286 Calculus III (3-0-3), fall. 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), fall. Algebraic concepts associated with development of algebraic habits of mind, linearity, non-linear relationships, and mathematical processes (multiple representations, connections, communication) as specified by national and state standards for teaching grades 4-8 and 8-12 mathematics. Prerequisites: Either MATH 247 and MATH 248 or MATH 185 and MATH 227. For MATM and MATT majors only. Admission to Teacher Education Program required.

MATH 311 Geometric Concepts for Teachers I (3-0-3), spring. Euclidean geometry as an axiomatic system, its properties, geometric relationships, results, uses, and applications. Exploration and application of coordinate, transformational and vector geometry. Prerequisites: Either MATH 247 and 248 or MATH 185 and 227. For MATM and MATT 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. Programming experience required. Prerequisite: 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 227, 325.

MATH 361 Ordinary Differential Equations (3-0-3), spring. 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. 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: CS 115 or CS 120 and MATH 227 or 248.

MATH 410 Algebraic Concepts for Teachers II (3-0-3), spring. 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, mathematical processes (multiple representations, connections, communication) and perspectives (historical and international) as specified by national and state standards for teaching grades 4-8 and 8-12 mathematics. Prerequisite: MATH 309. For MATM and MATT majors only. Admission to Teacher Education Program required.

MATH 412 Geometric Concepts for Teachers II (3-0-3), fall. Major geometric ideas, their historical development, their connections to grades 6-12, 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 4-8 and 8-12 mathematics. Prerequisite: MATH 311. For MATM and MATT majors only. Admission to Teacher Education Program required.

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 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. Prerequisite: 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. A writing-intensive course. Prerequisite: MATH 397.

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 020 Quantitative Reasoning Workshop (0-2-1), fall, spring. Students will develop skills needed in MATW 120 as they are proceeding in the course. Particular attention will be paid to calculator skills and problem solving skills. Co-requisite: concurrent enrollment in an associated section of MATW 120. Does not satisfy the University Requirements mathematics requirement and is non-graduation credit.

MATW 030 Finite Math for Application Workshop (0-2-1), fall, spring. Students will develop skills needed in MATW 130 as they are proceeding in the course. Particular attention will be paid to calculator skills and problem solving skills. Co-requisite: concurrent enrollment in an associated section of MATW 130. Does not satisfy the University Requirements mathematics requirement and is non-graduation credit.

MATW 120 Quantitative Reasoning (3-0-3), fall, spring. Statistics and data analysis, mathematics of finance, probability, models including ratio, proportion, linear, exponential. Calculator intensive. Concurrent enrollment in MATW 020 required. Will satisfy University Requirements mathematics requirement. Same as MATH 120. 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.

MATW 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: 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. Concurrent enrollment in MATW 030 required. Will satisfy University Requirements mathematics requirement. 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. Prerequisite: sophomore standing and a 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. Prerequisite: 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 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 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. Prerequisites: MGMT 305 with a grade of "C" or better.

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. Capstone and a writing-intensive course. Prerequisites: FIN 310, IS 324 or ACCT 324, MGMT 330, MKTG 320 or MKTG 340, all with a grade of "C" or better.

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.

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, leadership, culture, decision-making, and ethics.

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 or MKTG 340, 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 or MKTG 340 and 341, 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. Prerequisites: MKTG 320 or MKTG 340, 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 or MKTG 340, 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. Prerequisite: 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.

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, spring. May be repeated. Same as MPEI 311. Participation fee.

MPEI 302 Wind Ensemble (0-1-0), fall, spring. May be repeated. Participation fee.

MPEI 303 Concert Band (0-1-0), fall, 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, spring. May be repeated.

MPEI 312 Wind Ensemble (0-1-1), fall, spring. May be repeated.

MPEI 313 Concert Band (0-1-1), fall, 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.

MPEV 302 Opera Workshop (0-1-0), fall, spring. May be repeated. Participation fee.

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).

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), fall, 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. Prerequisites: 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.

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, spring, 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 Requirement.

MUSM 231 Survey of Jazz (3-0-3), fall, spring. 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 Requirement.

MUSM 232 Survey of Popular Music (3-0-3), fall, spring. 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 Requirement.

MUSM 233 Survey of World Music (3-0-3), fall. 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 Requirement.

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. A writing-intensive course. Prerequisites: MUSM 131, 132, and MUST 332.

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), fall, even years. Development and history of opera as a musical and dramatic art form.

MUSM 441 Solo Piano Literature (3-0-3), fall, odd 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, even 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.

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.

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.

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.

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.

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), spring, even 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 (2-0-2), 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, odd 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.

MUVC - MUSIC, CLASS VOICE

Department of Music (CAS)

MUVC 113 Class Voice (1-1-1), fall. Vocal techniques necessary for the development and use of the voice in musical theatre and classical genre.

MUVC 114 Class Voice (1-1-1), spring. A continuation of MUVC 113.

NURS - NURSING

Patty Hanks Shelton School of Nursing (PHSSN)

****Proposed 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. Prerequisites: sophomore standing. Co-requisites: BIOL 292/294.

NURS 301 Introduction to Nursing Skills (2-2-3), summer, optional* This course introduces areas of learning vital to nursing practice. These are fundamental nursing concepts and practices related to the holistic delivery of nursing care. Included are effective communication, client teaching, basic assessment skills, nutritional support, safety principles, and beginning proficiency in selected nursing skills. Skills include, but are not limited to, vital sign measurement, hygienic care, standard precaution application and medical terminology usage. *Course is not required if student has earned CNA.

NURS 310 Pathophysiology (4-0-4), spring, summer, sophomore year. Scientific concepts related to pathophysiological process: genetic, cellular, biochemical and disease processes in specific body systems. Prerequisites: declared nursing major; BIOL 291/293; concurrent enrollment in BIOL 292/294.

****NURS 320 Gerontologic Nursing (2-0-2)**, fall only.

Gerontological Nursing presents the specialized knowledge and application needed by professional nurses to provide safe, quality, and evidence-based care to the older adults. Prerequisites: junior standing with admission to the SON. Co-requisites: NURS 330, NURS 350, NURS 351, and NURS 352.

NURS 321 Health Assessment (2-2-4), fall, junior year. Emphasizes the assessment of the holistic person as an individual and a member of groups, families, aggregates, communities, and society (IFACS). Demonstrates the role of the nurse in health promotion throughout the life cycle by identifying normal findings. Emphasizes acquisition of skills to record client histories, to perform physical assessments, and to communicate specific findings. Prerequisites: Admission into PHSSN, concurrent enrollment in NURS 322, 323, 324.

NURS 322 Process I - Fundamentals of Nursing (3-3-6), fall, junior year. Provides a basic knowledge of concepts inherent to the practice of professional nursing and in the care of all clients. Foundation for nursing practice based on current nursing theories, theoretical knowledge, concepts, and clinical skill. Applies theory in practice through a variety of settings. Prerequisites: admission to PHSSN, concurrent enrollment in NURS 321, 323, 324.

NURS 323 Pharmacology - Nursing Implications (3-0-3), fall, junior year. Discussion of the fundamental principles of pharmacology and investigation of the major classifications of drugs with emphasis on pharmaco-therapeutic actions and nursing implications will be presented. Previously learned skills and concepts as well as prerequisite science courses are integrated into the discussions. Principles of safe medication administration will be integrated throughout the course. Prerequisites: admission to PHSSN, and concurrent enrollment in NURS 321, 322.

NURS 324 Dimensions of Professional Nursing (3-0-3), spring, summer, sophomore year. This course will explore the nurse's professional roles and values, and the interaction of the nurse with the health care delivery system. The historical development of the nursing profession will be analyzed. Important concepts integrated throughout the course are critical thinking, problem solving, legal/ethical principles, decision-making models and the contribution of nursing theory to practice. Medical terminology and medication calculation principles/formulas will be introduced. Prerequisites: declared nursing major; BIOL 291/293; concurrent enrollment in BIOL 292/294.

****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. Prerequisites: Completion of NURS 250 and admission to the SON. Co-requisites: NURS 320, NURS 350, NURS 351, and NURS 352.

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 336 Process II - Nursing Care of the Childbearing and Childrearing Family (4-4-8), spring, junior year. Introduces obstetrical and pediatric nursing concepts and care. Focuses on normal and abnormal adaptations in the childbearing process, growth and development of the child, and conditions and illnesses that affect child health. 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: NURS 250 with admission to the SON. Co-requisites: NURS 320, NURS 330, NURS 351, and 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: NURS 250 and admission to the SON. Co-requisites: NURS 320, NURS 330, NURS 350, and NURS 352.

****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: NURS 250 and admission to the SON. Co-requisites: NURS 320, NURS 330, NURS 350, and NURS 351.

****NURS 360 Clinical Skills II: Maternal Child Nursing (0-12-4)**, spring only. Clinical Skills II: Maternal Child 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. Prerequisites: Completion of Level I. Co-requisites: NURS 361, NURS 370, NURS 371, and NURS 380.

****NURS 361 Evidence-Based Maternal Child Nursing Care (4-0-4)**, spring only. Maternal Child 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. Prerequisites: Completion of Level I. Co-requisites: NURS 360, NURS 370, NURS 371, and NURS 380.

****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. Co-requisites: NURS 360, NURS 361, NURS 371, and NURS 380.

****NURS 371 Evidence-Based Community and Population Health (3-0-3)**, 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: Completion of requirements of Level I. Co-requisites: NURS 360, NURS 361, NURS 370, and NURS 380.

****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. Prerequisites: Completion of requirements of Level I and PSYC 311. Co-requisites: NURS 360, NURS 361, NURS 370, and NURS 371.

****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. Prerequisites: Completion of Level II requirements. Co-requisites: NURS 431, NURS 450, NURS 453, and NURS 464.

****NURS 431 Mental Health Nursing (2-0-2)**, fall only. 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. Prerequisites: Completion of Level II requirements. Co-requisites: NURS 430, NURS 450, NURS 452, and NURS 464.

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 443 Nursing Theories and Research (3-0-3), fall, senior year. Broadens ability to read, interpret, and integrate research information and theoretical models as beginning practitioners in research and theory. A writing-intensive course. Prerequisites: NURS 321, 322, 323, 324, 336; concurrent enrollment in NURS 435.

NURS 446 Process III - Acute Care Nursing (4-4-8), spring, senior year. Examination of physiological and psychological adaptation to responses dealing with stressors/stimuli related to acute and serious health problems. Emphasis on clients experiencing physiological deviations. Prerequisites: NURS 321, 322, 323, 324, 335 and 336.

****NURS 450 Clinical Skills III: Acute Medical-Surgical Nursing (0-12-4)**, fall only. Clinical Skills III: Medical-Surgical 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. Prerequisites: completion of Level III of the SON. Co-requisites: NURS 430, NURS 431, NURS 453, and NURS 464.

NURS 451 Process IV - Critical Care Nursing (3-3-6), spring, senior year. Examination of psychological adaptation to responses dealing with stressors/stimuli related to acute and critical health problems. Emphasis is on clients experiencing critical physiological deviations. Prerequisites: NURS 321, 322, 323, 324, 336, 446; concurrent enrollment in NURS 452 and 495.

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. Prerequisite: NURS 443; concurrent enrollment in NURS 451 and 495.

****NURS 453 Evidence-Based Acute Medical-Surgical Nursing (4-0-4)**, fall only. 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.

Prerequisites: Completion of Level II. Co-requisites: NURS 430, NURS 431, NURS 450, and NURS 464.

NURS 460 Professional Nursing (3-0-3), fall. Designed for the RN student who is seeking a baccalaureate degree. The course is designed to promote transition to role that enhance professional practice and growth built on prior nursing education and experience. Prerequisite: admission requirements and admission to the RN-BSN articulation program and concurrent enrollment in NURS 443 and 461.

NURS 461 RN - Evidenced-based Practice I (4-2-6), fall. Examination of physiological and psychological adaptation to responses dealing with stressors/stimuli related to acute and serious health problems. Emphasis is on clients who experience physiological deviations. Prerequisites: admission to the RN-BASN articulation program. Concurrent enrollment in NURS 443 and 460.

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: completion of Level II. Co-requisites: NURS 430, NURS 431, NURS 450, and NURS 453.

NURS 470 Lab and Diagnostics (3-0-3), spring. Laboratory and diagnostic studies; rationale for studies, expected and abnormal findings, clinical implications, procedures involved in pretest/posttest care of the client undergoing studies. Prerequisite: senior standing in the nursing major.

NURS 471 Health Care Missions (2-1-3), spring. Provides the student a foundation for health care strategies that will be used to serve and evangelize in cross cultural environments. The student will be introduced to strategies for learning culture and language, as well as, communicating and educating cross culturally. Prerequisite: senior standing in the nursing major.

NURS 472 Perioperative Nursing (2-3-1), spring. The focus of the course is care of the client during the perioperative period and the nursing responsibilities inherent in caring for this unique client. Clinical experience includes activities in the preoperative, intraoperative, and postoperative stages. Legal and ethical concerns during the perioperative period will also be explored. Prerequisite: senior standing in the nursing major.

NURS 473 Care of the Terminally III (3-0-3), spring. Examines the components of providing holistic care for the dying client. Emphasis is placed on providing a comfortable environment for the client, including pain management and management of other symptoms. Facilitating communication among client, family and members of the interdisciplinary health care team is an essential part of providing quality care at the end of life. Psychosocial and spiritual needs of the dying client are discussed. Prerequisite: senior standing in the nursing major.

NURS 474 Clinical Nutrition (3-0-3), spring. Reviews normal nutrition; focuses on an in-depth presentation on clinical nutrition and diet strategies to manage disease. Prerequisite: senior standing in the nursing major.

****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. Prerequisites: completion of Level III requirements. Co-requisites: NURS 476 and NURS 498.

****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. Prerequisites: Completion of Level III requirements. Co-requisites: NURS 475 and NURS 498.

NURS 495 Professional Nursing: Practicum (0-16-4), spring, senior year. Provides comprehensive clinical experience allowing a transition from student to professional nurse. Students will synthesize and integrate previous learning and apply it to clinical practice. Students work directly with the professional nurse during the clinical experience in a self-directed independent position. Pass/Fail grade. Prerequisites: NURS 443; concurrent enrollment in NURS 451, 452.

****NURS 498 Nursing Capstone (3-0-3)**, spring only. Nursing Capstone integrates all nursing competencies in complex multiple patient care situations for individual and health care system effectiveness. Prerequisites: completion of Level III. Co-requisites: NURS 475 and NURS 476.

NURS 530 Pathophysiology I (2-0-2), fall. Scientific concepts of pathophysiology essential to diagnostic reasoning and clinical management of diseases states. Emphasis placed on concepts related to genetic, cellular, and biochemical pathophysiology.

NURS 570 Pathophysiology II (2-0-2), spring. Scientific concepts of pathophysiology related to diagnostic reasoning and clinical decision-making in advanced nursing practice, with emphasis on common disease processes affecting major systems.

NURS 610 Nursing Theories for Advanced Health Care Delivery (3-0-3) fall. Seminar to evaluate selected theories from nursing and other disciplines for application to health care delivery and advanced nursing practice.

NURS 620 Nursing Research (3-0-3), fall. The study of the research process and application to knowledge development, nursing practice, and human responses to the health-illness continuum. Emphasis on focus of study for thesis, professional paper, and/or project.

NURS 630 Role Development for Advance Practice (3-0-3), spring. Focuses on contemporary issues, concerns and trends influencing leadership roles in nursing. Theoretical bases for exercising leadership roles and the relationship to role theory and development is explained. The roles of advanced practice are explored in depth: the practitioner role, clinical specialty roles, and advanced roles in education and administration. Prerequisite: NURS 620.

NURS 632 Pharmacotherapeutics for Nurses in Advanced Practice I (2-0-2), fall. Focuses on the pharmacologic and pharmacokinetic principles applicable to frequently prescribed drugs in advanced nursing practice. The emphasis of study is on pharmacologic agents, prevention, and management of common acute or recurrent health problems.

NURS 633 Pharmacotherapeutics for Nurses in Advanced Practice II (2-0-2), spring. Focuses on the pharmacologic and pharmacokinetic principles applicable to frequently prescribed drugs in advanced nursing practice. The emphasis of study is on pharmacologic agents, prevention, and management of common acute or recurring health problems.

NURS 642 Advanced Physical Assessment (3-6-3), spring. Students have the opportunity to develop and refine technical skills, critical thinking, and diagnostic reasoning in performing accurate comprehensive health assessments. Students perform health histories, physical examinations, and selected laboratory and radiographic tests. Emphasis is on distinguishing normal variants from pathological changes. This course runs over both summer sessions for a total of 10 weeks. 60 clinical hours. Prerequisites: NURS 530, 570, 632.

NURS 644 Skills for Advanced Practice Nurses (1-2-3), summer. Building on previous knowledge gained in microbiology, physiology, advanced pathophysiology, pharmacotherapeutics for nurses in advanced practice, specific skills for clinical practice are learned. The focus of the course is application of laboratory methods, diagnostic

methods, and ambulatory primary care procedures for the advanced practice nurse role.

NURS 650 Health Policies and Strategies for Health Care Delivery (3-0-3), spring. Health policy and the role of the health professionals in the development, implementation, and influence on advanced health care delivery. Health policy influences include: ethics, demographics, delivery, social, political, scientific, fiscal, and other concerns. Health policy is analyzed in relation to cost-effectiveness or cost-benefit ratio. The effects of theories and research on health policy, health care programs, priorities of health care, source and numbers of providers, health care research, and funding sources will be addressed. Prerequisite: NURS 610.

NURS 651 Family Nurse Practitioner I (4-16-4), fall. Study of the major concepts and therapies necessary to implement the FNP role in primary health care. Emphasis is on analysis and application of research, theories, health policy, and clinical skills essential to health promotion, disease prevention, and early detection and management of health problems across the life span. Clinical experiences in selected primary care sites. 228 clinical hours. Prerequisite: NURS 650. Corequisite: NURS 643.

NURS 652 Family Nurse Practitioner II (4-16-4), spring. Progressive analysis of nursing and health concepts, and refinement of clinical nursing judgment in the assessment and management of acute and chronic health problems in all developmental life stages. Exploration of major issues in the delivery of holistic primary nursing care. Clinical experiences in the nurse practitioner role in a variety of settings. 228 clinical hours. Prerequisite: NURS 651.

NURS 653 Family Nurse Practitioner III (4-16-4), summer. Class presentations will continue to examine the role of the APN as clinician, researcher, administrator and educator in relation to specific core-competencies identified by professional and regulating agencies. Clinical practice in selected primary health practice sites provides the opportunity to explore and apply knowledge and skills in a guided family practice context. The course runs over both summer sessions for a total of 10 weeks. Students complete 144 hours of clinical practice. Prerequisite: NURS 652

NURS 660 Administration I: Health Care Delivery Systems and Organizations (3-0-3), summer. Considers development of management and organizational theories as applied to health care organizations and their environment.

NURS 661 Administration II: Health Care Economics and Financial Management (3-0-3), fall. Examines financial management concepts, financial planning and budgeting, reimbursement systems in health care, and financial management skills. Prerequisite: NURS 660.

NURS 662 Administration III: Role of the Nurse Administrator (3-0-3), summer. Examines the roles and functions of the nursing administrator in health care organizations. Prerequisites: NURS 660 and 661.

NURS 663 Administration IV: Practicum (0-120-4), summer. Analysis, application and synthesis of management, organizational and leadership concepts and theories in selected health care settings. Prerequisites: NURS 660 and 661. Concurrent enrollment in NURS 662 required.

NURS 670 Education I: Curriculum Design and Development (3-0-3), summer. Focuses on concepts and theories basic to content and curriculum development in an academic or client-centered setting.

NURS 671 Education II: Instructional Methods, Testing and Measurement (3-0-3), fall. Provides an overview of evaluation techniques that enables nurses to plan and implement a variety of education-related evaluation approaches including text construction, item analysis, teaching effectiveness and clinical performance appraisals. Emphasis is on classroom/clinical instruction and evaluation and includes instructional technology. Prerequisite: NURS 670.

NURS 672 Education III: Roles of the Nurse Educator (3-0-3), summer. Examines the various activities inherent in the role of the nurse educator with emphasis on development and use of traditional and creative teaching and evaluation methods. Prerequisites: NURS 670 and 671. Concurrent enrollment in NURS 673 required.

NURS 673 Education IV: Practicum (0-120-4), spring. Practical experiences to apply teaching/learning principles and theories, and evaluation methods in classroom and clinical settings. Practicum is supervised by experienced faculty and includes seminar discussions focusing on solutions to contemporary issues in nursing education. Prerequisites: NURS 670 and 671. Concurrent enrollment in NURS 672 required.

NURS 698 Professional Paper (3-0-3).

NURS 699 Master's Thesis (0-0-6).*

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 Science 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. Same as HED 221.

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 112/114 or CHEM 131/133, CHEM 132/134, BIOL 291/292, 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. Study of management theories, program planning, monitoring, and evaluation. Provides working knowledge of systems and marketing theories, food consumption issues and trends, food production and delivery systems, regulations and policies, and environmental issues related to food. The students will demonstrate the ability to determine recipe modifications for volume food production and apply marketing principles. Field experience hours 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.

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. A writing-intensive course. Prerequisite: NUTR 221.

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 Clinical Dietetics I (3-0-3), fall. 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. Provides working knowledge of materials management, financial management, and food and non-food procurement. The student will demonstrate the ability to interpret financial data, determine costs of operation, prepare a budget, write menus, and write specifications for equipment. Field experience hours in food service required. Prerequisite: NUTR 325.

NUTR 428 Clinical Dietetics 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 Clinical Dietetics 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 425.

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.

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. Must be used to satisfy Kinesiology University Requirements.

PEAC 111 Team Sports (0-3-1), fall, spring. An introduction to traditional and non-traditional sports that can be used as recreational activities by all age groups. An introduction to skills, strategies, and team cooperation will be emphasized. 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.

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, summer. 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 for Women (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, summer. 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, summer. Introduces fundamentals of disc golf, emphasizing improving personal skills through practice, technique. And implementation of basic strategies. Fulfills KINE activity requirement.

PEAC 225 Water Safety Instruction (0-3-1), spring. Designed for swimmers. Instruction on how to teach swimming to all ages. Special fee required. Fulfills KINE activity requirement.

PEAC 226 Water Aerobics for Women (0-3-1), fall, spring. 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, summer. 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 252 Triathlon (0-3-1), fall. Introduces preparation in swim, bike, and run for a sprint distance triathlon to be completed during current semester. Course will include: cross training, transition work, and race day management. Additional cost required. Prerequisite: Students must be able to swim 100 meters without stopping in order to take this course. 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), fall. 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), spring. Special fee and trip required. Trip scheduled for mid-semester - missing three days of classes. Fulfills KINE activity requirement.

PHIL - PHILOSOPHY

College of Special Studies

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.

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.

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 Introduction to 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 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 Science 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 Science 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 120 Engineering Physics I (3-0-3), fall. Mechanics of particles, rigid bodies, fluids, and wave motion. Concurrent enrollment in PHYS 121 is required. Prerequisite: calculus or concurrent enrollment in MATH 185. May be used to satisfy University Requirements.

PHYS 121 Engineering Physics I Laboratory (0-3-1), fall. Concurrent enrollment in PHYS 120. May be used to satisfy University Requirements.

PHYS 122 Engineering Physics II (3-0-3), spring. Heat, thermodynamics, electricity, and magnetism. Concurrent enrollment in PHYS 123. Prerequisites: PHYS 120/121. May be used to satisfy University Requirements.

PHYS 123 Engineering Physics II Laboratory (0-3-1), spring. Concurrent enrollment in PHYS 122. May be used to satisfy University Requirements.

PHYS 230 Modern Physics (3-0-3), fall. 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 231. Prerequisites: PHYS 122/123. May be used to satisfy University Requirements.

PHYS 231 Modern Physics Laboratory (0-3-1), fall. Concurrent enrollment in PHYS 230. May be used to satisfy University Requirements.

PHYS 335 Introduction to Electronics (2-0-2), 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 336. Prerequisite: calculus or concurrent enrollment in MATH 186. Same as ENGR 335.

PHYS 336 Introduction to Electronics Laboratory (0-3-1), spring. Concurrent enrollment in PHYS 335. Same as ENGR 336.

PHYS 342 Instrumentation (2-0-2), fall. The study and use of the microprocessor in laboratory instrumentation and control. Topics include hardware, interfacing problems, and microprocessor control. Laboratory features computer hardware. Concurrent enrollment in PHYS 343. Prerequisites: 335/336.

PHYS 343 Instrumentation Laboratory (0-3-1), fall. Concurrent enrollment in PHYS 342.

PHYS 360 Electricity and Magnetism (3-0-3), fall. Electronics magneto-statics, circuit, theory, Maxwell's equations, electromagnetic field theory, dielectrics, displacement current, current density, Poynting vector, scalar, and vector potentials. Prerequisites: MATH 286, PHYS 230/231, and concurrent enrollment in PHYS 385.

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 122/123; 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 230/231; 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. May be used to satisfy Science University Requirements. 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 Science University Requirements. For non-science majors.

PHYS 385 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.

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 Computational Physics I: Simulation 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: MATH 341 and 377 and at least one of PHYS 360, 371, or 491.

PHYS 453 Computational Physics II: 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: MATH 377, PHYS 230.

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 230/231.

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 230/231.

PHYS 481 Thermodynamics (3-0-3), fall. The laws of thermodynamics, kinetic theory of gases, entropy, enthalpy, ensembles, statistical methods, and applications. Prerequisites: PHYS 230/231; MATH 361.

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. A writing-intensive course. Prerequisites: PHYS 230/231, and PHYS 385.

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 230/231. Corequisites: PHYS 385 or MATH 361.

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.

POLS - POLITICAL SCIENCE

Department of Political Science (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 Requirement.

POLS 225 National Government (3-0-3), fall, spring, summer. The American political system. May be used to satisfy University Requirement.

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 POLS 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 481 International Relations Theory (3-0-3), spring. Introduces upper-level Political Science majors to the major and critical international relations theories. Covers realism, liberalism, and constructivism, as well as feminism and neo-Marxism. Prerequisite: POLS 227.

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? Prerequisites: 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 489 International Relations and Christianity (3-0-3), fall, even years. Interrogates the use of power from the perspectives of Christian realism, the Just War tradition, pacifism, and liberation theology. Prerequisite: POLS 227.

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. **A writing-intensive course.**

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. **A writing-intensive course.**

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. Prerequisite: junior standing and approval by the department internship director. For majors only.

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 (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.

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 Requirement.

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.

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. Prerequisites: 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. Prerequisites: ENGL 111 or equivalent and university required COMS.

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 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 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), spring. A study of social and emotional problems in children and adolescents including intervention and prevention strategies. 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.

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. A writing-intensive course. Prerequisites: psychology major or minor and 12 hours of psychology.

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. Same as SPED 574.

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 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 631 Human Life Cycle II (3-0-3), fall. Provides a thorough survey of the specified divisions of the life span from early adulthood, through middle adulthood and late adulthood to death. Same as GERO 631.

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. Prerequisites: 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 Child and Adolescent Development (3-0-3), spring. Overview of conceptual, theoretical, and methodological issues in the study of child and adolescent development in a lecture and seminar format. Coverage will include socio-emotional, biosocial, cognitive, and moral development.

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 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. Prerequisite: 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. Prerequisite: 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). 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). 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). A field-based course emphasizing informal and observational assessment approaches to correction of reading problems, age 3 through grade 12. Prerequisites: EDUC 211; READ 363. Admission to Teacher Education Program required.

READ 464 Reading-Writing Connection (3-0-3). A study of the related language arts taught in the elementary school. Prerequisites: EDUC 211, EDUC 250 and READ 363. Admission to Teacher Education Program required.

READ 480 Problems in Reading (3-0-3). Field-based application of reading instruction and assessment methods. Course emphasizes data-driven decision making and differentiated instruction in reading. Prerequisite: READ 363. Admission to Teacher Education Program required.

SOCI - SOCIOLOGY

Department of Sociology and Family Studies (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 Requirement.

SOCI 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.

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.

SOCI 362 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 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. 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 410 Sociology of Social Control and Law (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: SOCI 205, 388, junior standing.

SOCI 415 Social Research (3-0-3), 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 writing-intensive course.

SOCI 416 Social Statistics (3-0-3), fall. 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 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 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 499 Sociological Practice II (1-0-3)*, 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. May be repeated for up to 3 credit hours.

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.

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.

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. Cross reference 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 demanded of the social work professional in working with mezzo and macro systems. Laboratory graded and credited with the course. **A writing-intensive course.** Prerequisites: SOCW 351.

SOCW 481 Field Practicum II (1-5-6), 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.

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 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. 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. Prerequisite: 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. Examines the dynamics of economic, cultural and political globalization and the resultant impact on the poor, oppressed and vulnerable of the world. Emphasis on the global social justice movement as a means to promote distributive justice for populations at risk.

SOCW 744 Management and Funding of Nonprofit Organizations (3-0-3), fall. 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.

SOCW 745 Administration and Planning for Nonprofit Organizations (3-0-3), spring. Will be directed toward the administration and planning process in social service organizations. The course will also help the student to assess service needs of a target population, to evaluate programs and to develop and implement viable alternatives within the agency structure.

SOCW 748 Psychopathology in Social Work Practice (3-0-3), fall only. Completion of psychosocial assessments and application of

appropriate DSM-IV diagnosis to social work intervention and practice. Demonstrating understanding of human behavior theories, social work ethics and values, and identify implications.

SOCW 751 Advanced Evidence-Based Practice Interventions I (3-0-3), fall. The use of evidence-based practices to develop knowledge and skills necessary for working with children and their families. Students will become familiar with evidence-based practices as a general approach to practice, as well as specific evidence-based interventions to use in direct practice. Prerequisites: SOCW 651 and 652. Concurrent enrollment in SOCW 781 required.

SOCW 752 Advanced Evidence-Based Practice Interventions II (3-0-3), spring. The use of evidence-based practices to develop knowledge and skills necessary for working with community organizations that work with children and families. Students will identify intervention outcomes that reflect effective macro-level practice. 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: 781; concurrent enrollment in 752 and 799 required.

SOCW 799 Master's Thesis (0-0-6).*

SPANISH (SEE FLSP – SPANISH)

SPED - SPECIAL EDUCATION

Department of Teacher Education (CEHS)

SPED 371 Teaching Students with Special Needs (3-0-3). 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. A writing-intensive course. Prerequisites: EDUC 211. Admission to Teacher Education Program required.

SPED 374 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 374.

SPED 477 Teaching Students with High Incidence Disabilities (3-0-3), fall. 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). 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. 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.

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 The Transforming Artist: 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 201 Dance: Beginning Tap Technique (0-3-1), spring, odd years. A practical class for developing the performer's technique in tap for musical theatre. Students may choose to count one dance course (THEA 201-204, 401-405) as an exercise activity credit. For theatre majors only.

THEA 202 Dance: Beginning Jazz Technique (0-3-1), fall, odd years. A practical class for developing the performer's technique in jazz for the musical theatre. Students may choose to count one dance course (THEA 201-204, 401-405) as an exercise activity credit. For theatre majors only.

THEA 203 Dance: Beginning Ballet Technique (0-3-1), spring, even years. A practical class for developing the performer's technique in ballet for musical theatre. Students may choose to count one dance course (THEA 201-204, 401-405) as an exercise activity credit. For theatre majors only.

THEA 204 Dance: Beginning Modern Technique (0-3-1), fall, even years. A practical class for developing the performer's technique in modern dance for musical theatre. Students may choose to count one dance course (THEA 201-204, 401-405) as an exercise activity credit. For theatre majors only.

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, spring. Considers the nature of drama, history of theatre development, acting and directing, and stage production. May be used to satisfy University Requirement.

THEA 221 Theatrical Choreography: 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 Theatrical Choreography: 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 Theatrical Choreography: 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 Theatrical Choreography: 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 Beginning Acting (3-3-3), fall, spring. Basic training in acting choices, stage technique, and creating a character. Involves scene work and character analysis. Fall offering for majors only, includes laboratory. Laboratory graded and credited with course. 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 History (3-0-3), fall. A study of the evolution of clothing and fashion as a reflection of historical context in Western Civilization.

THEA 250 Film Appreciation (2-2-3), fall, spring. A study of great motion pictures with emphasis on the role of the director in shaping the film.

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. Prerequisites: 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. For theatre majors only. Prerequisite: THEA 226.

THEA 325 Intermediate Acting (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. Prerequisites: THEA 226.

THEA 327 Improvisational Acting (3-0-3), fall, odd years. 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), spring, 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 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 in 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. For theatre majors only. Prerequisite: THEA 226.

THEA 353 Stanislavski/Method Acting (3-0-3), summer. An exploration and practical application of method acting using exercises from Stanislavski, Stella Adler, and Robert Lewis. For theatre majors only. Prerequisite: THEA 226 and 325.

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. For theatre majors only. Prerequisite: THEA 226.

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 Dance: Advanced Jazz Technique (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. For theatre majors only. Prerequisite: THEA 222 or permission of instructor.

THEA 422 Dance: Advanced Ballet Technique (0-0-1), fall, 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. For theatre majors only. Prerequisites: THEA 221 or permission of instructor.

THEA 423 Dance: Advanced Tap Technique (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. For theatre majors only. Prerequisites: THEA 223 or permission of instructor.

THEA 424 Dance: Advanced Modern Technique (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. For theatre majors only. Prerequisites: THEA 221, 222 and 223 or permission of instructor.

THEA 430 Advanced Costume Design (3-0-3), spring, odd years. 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. For theatre majors only. Prerequisite: THEA 332.

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. For theatre majors only. Prerequisites: THEA 226 and 227.

THEA 455 Advanced Acting (3-0-3), spring. Advanced techniques in acting Shakespeare using soliloquies, monologues and duet scenes. Resources from Royal Shakespeare Company Master Classes. For theatre majors only. Prerequisites: THEA 226 and 325.

THEA 456 Auditioning (3-0-3), spring, odd years. To equip the advanced acting student with necessary information for a professional career. Includes resumes, photos, cold readings, monologues, and information regarding Equity, U/RTA, and film. For theatre majors only. Prerequisites: THEA 226 and 325.

THEA 457 Playwriting (3-0-3), spring, even 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. For theatre majors only. Prerequisite: THEA 454.

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. For theatre majors only. Prerequisite: THEA 226.

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. For theatre majors only. Prerequisite: THEA 454.

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. Theatre Department Capstone course. Same as BIBM 480.

THEA 495 History of Theatre I (3-0-3), fall, odd years. Theatre history from ritual theory and Greek origins to 18th century European 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.**

THEA 496 History of Theatre II (3-0-3), spring, even years. Theatre history from 19th century romanticism to modern theory and practice. Prerequisite: THEA 495.

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 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. Corequisite: UNIV 420.

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 Vocational Leadership (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 Artist Management (3). Through lecture, text and online investigations, Executive Track students will gain a thoroughgoing understanding of the economic, creative and spiritual elements critical to a career in contemporary music. Students will learn to help Artist Track students develop a career plan and prepare the materials necessary to pitch an artist to a record company and negotiate a recording contract.

CMUS 4M7 Artists and Repertoire (3). Students will learn from executives how to spot talent; create a label business plan; analyze and forecast trends in popular music; assemble a successful artist roster; and, in tandem with artists, they will plan, budget and produce recording sessions.

CMUS 4M8 Music, Marketing and Sales (3). Through classroom instruction and presentations by visiting industry experts, Executive track students will become familiar with the role of packaging, retail point-of-purchase materials, publicity, advertising, as well as other areas of the industry. Students will develop comprehensive marketing plans for students in the Artist track.

CMUS 4M9 Advanced Recording Techniques (3). Pro Tools is widely accepted as the most popular digital recording environment in the world combining the most advanced software and hardware solutions for music production. Students who successfully complete this course will have the skill sets necessary to record, mix and produce master quality recordings using this and other software/hardware platforms.

CMUS 4M10 Live Sound Reinforcement (3). This course is designed to train students for entry-level positions as a live sound engineer/front-of-house or monitor engineer. Each engineer must be able to complete line and sound checks quickly and reliably, trouble shoot problems and understand console and system signal flow.

CMUS 4M11 Lighting (3). Students will train and be prepared for entry-level positions in live concert lighting. They will manage power distribution, DMX control of lighting fixtures and ultimately the properties of light and dispersion that artfully blend to create alternate forms of reality.

INDIA STUDIES PROGRAM (ISP)

CSOC 410 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 410 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 411 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 410 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 410 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 411 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 410 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 (3). 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.*

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 4F1 Motion Picture Production (3). An intense, hands-on course in short film production. The course is designed to enable both students to develop their integration of story with technical skill.

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.

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.*

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 403 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.

WASHINGTON JOURNALISM CENTER (WJC)

CJMC 4W0 Foundations for Media Involvement (4). This class will utilize lectures, discussion, readings and service learning to raise questions about the role Christians should play in media and culture generally. Topics covered range from contemporary challenges in journalism to historical tensions between the Church and popular culture to the arguments for and against working in the news media. Suggested prerequisite: A mass-media survey class.

CJMC 4W1 Reporting in Washington (3). The course will emphasize story development, research, and interviewing skills, using one of the most intense news environments in the world as its classroom. The emphasis will be on short-form, hard-news reporting and writing--the kind used in wire services, newspapers, the World Wide Web and broadcasting. Guest lecturers from the industry will discuss feature writing, computer research, ethics and other selected topics. Students will submit story ideas, background research folders and rough drafts of stories.

CJMC 4W2 Washington, News and Public Discourse (3). Students will study how the history of American newspapers is interwoven with the history of Washington and how the future of American newsrooms and American politics will be affected by what happens in the news bureaus, networks and magazines based inside the Beltway. The course also addresses contemporary patterns of news consumption, such as entertainment, the Internet and other unconventional sources for news and information.

CJMC 4W3 Internship (6). Students will have practical work experience in mainstream newsroom positions that provide hands-on work in reporting and writing. Internships will occupy 25 hours a week for 12 weeks of the semester. Grading will be based on input from the internship supervisor, as well as a portfolio of final versions of stories written and published during the internship.

Personnel

BOARD OF TRUSTEES

Chair: Barry D. Packer,
Dallas

Vice Chairs:
Steve Mack, Boerne
Dr. J. William "Bill" Petty II,
Woodway

Secretary: Slade Sullivan, J.D.,
ACU General Counsel

Assistant Secretaries: Sharron,
Drury, Fort Worth
James M. "Jim" Orr, Celina
Abel Alvarez, McAllen
April B. Anthony, Dallas
Lance Barrow, Colleyville
Cynthia R. Brown, M.D.,
Lubbock
Tod Brown, Midland
William D. "Billy" Busch,
Cedar Park
Dr. Billy C. Curl, Inglewood,
Calif.
Ralph Draper, Houston

Deon Fair, Plano
David A. Flow, Brentwood,
Tenn.
Dr. Jack Griggs, Abilene
Heriberto "Berto" Guerra,
San Antonio
Belinda Harmon, Aledo
Jeff D. Knight, Bentonville, Ark.
Charles Onstead, Sugar Land
Alan E. Rich, Boerne
Dr. Eddie Sharp, Austin
Kay Skelton, Denison
Gary Skidmore, Austin
Judge Steven L. "Steve" Smith,
College Station
John D. Stites II, Cookeville,
Tenn.
Rick L. Wessel, Westlake

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.

Boone, Phil, 2003, *Vice President for Advancement*; BBA, 1983.

McCaleb, Gary, 1963, *Vice President of the University*; BA, 1964; MBA, 1974; PhD, 1979.

Roberts, Kevin, 1999, *Chief Planning and Information Officer*; BBA, 1998.

Thompson, Jean-Noel, 2007, *Vice President for Student Life and Dean of Students*; BA, 1991; MS, 1995; PhD, 1999.

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.

Boone, Phil, 2003, *Vice President for Advancement*; BBA, 1983.

Campbell, Kevin, 2001, *Acting Chief Enrollment Officer*; BBA, 2000.

Cukrowski, Kenneth, 1999, *Interim Dean of the College of Biblical Studies, Associate Professor of New Testament and Graduate School of Theology*; BA, ACU, 1984; MA, ACU, 1985; MDiv, 1987; STM, 1988; PhD, Yale University, 1994.

Currey, Billie, 2010, *Director of Advancement Strategies*, BS, 1970; JD, 1972.

Dodd, Carley, 1981, *Dean of the Graduate School*; BA, 1970; MA, 1971; PhD, 1974.

Groves, Jason, 2008, *Chief Marketing Officer*; BBA, 2000.

Lytle, Richard S., 1991, *Dean of the College of Business Administration*; BBA, 1980; MBA, 1983; PhD, 1994.

Johnson, Stephen, 2001, *Associate Professor Ministry, Graduate School of Theology, and Dean of the Honors College*; BA, 1990; MS, 1994; MDiv, 1996; DMin, 2000; PhD, 2007.

McCaleb, Gary, 1963, *Vice President of the University*; BA, 1964; MBA, 1974; PhD, 1979.

Mosley, Jared, 2000, *Director of Athletics*; BS, 1991; MEd, 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, *Associate Professor of Education and Interim of the College of Education and Human Services*; BS, 1974; MEd, 1978; EdD, 1997.

Straughn, Gregory, 2000, *Interim 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.

Thompson, Jean-Noel, 2007, *Vice President for Student Life and Dean of Students*; BA, 1991; MS, 1995; PhD, 1999.

Weaver, John B., 2011, *Dean of Library Services and Educational Technology*; BA, 1995; MA 1998; MLIS 2004; PhD 2004.

Young, Kelly, 2002, *Chief Financial Officer*; BBA, 1985; MBA, 1988; CPA, 1991.

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.

Hunter, Robert D., 1956-93, *Vice President Emeritus*; BS, 1952; MBA, 1976; LLD, 1974; LDH, 1979; LitD, 1983.

Money, Royce L., 1981, *Chancellor*; BA, 1964; MDiv, 1967; PhD, 1975; MS, 1982.

Academic Affairs

Rhodes, Robert, 2012, *Provost and Professor of Psychology*; BS, 1990; PhD, 1994.

Cukrowski, Kenneth, 1999, *Interim Dean of the College of Biblical Studies, Associate Professor of New Testament and Graduate School of Theology*; BA, ACU, 1984; MA, ACU, 1985; MDiv, 1987; STM, 1988; PhD, Yale University, 1994

Dodd, Carley, 1981, *Dean of the Graduate School*; BA, 1970; MA, 1971; PhD, 1974.

Herridge, Bart, 2000, *Registrar and Director of Academic Records*; BBA, 1991; MBA, 1999.

Lewis, Susan, 1998, *Interim Vice Provost and Associate Professor of Journalism and Mass Communication*; BS, ACU, 1992; MA, ACU, 1997; EdD, Pepperdine University, 2006

Lytle, Richard S., 1991, *Dean of the College of Business Administration*; BBA, 1980; MBA, 1983; PhD, 1994.

Johnson, Stephen, 2001, *Dean of the Honors College and Associate Professor of Ministry*, BA, 1990; MS, 1994; MDiv, 1996; DMin, 2000; PhD, 2007.

Milholland, Tom, 1979, *Assistant Provost for Institutional Effectiveness, Director of Institutional Research and Assessment, and SACS Liason*; BS, 1966; MS, 1972; PhD, 1979.

Ouimette, Nina, 2000, *Dean of the Patty Hanks Shelton School of Nursing*; BSN, 1977; MSN, 1989.

Straughn, Gregory, 2000, *Interim Dean of the College of Arts and Sciences*; 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.

Legal Services

Sullivan, Slade, 2000, *General Counsel and Secretary to the Board of Trustees*; BA, 1995; MA, 1997; JD, 2000.

Student Life

Thompson, Jean-Noel, 2007, *Vice President for Student Life and Dean of Students*; BA, 1991; MS, 1995; PhD, 1999.

Arrington, Jeff, 1989, *Associate Professor of Physics, Associate Vice President for Student Life*; BS, ACU, 1982; MEEE, University of Utah, 1984; EE, University of Utah, 1986; PhD, University of Utah, 1989.

Craig, Tom, 1998, *Director of Student Productions*; BA, 1989.

Delony, John, 2007, *Assistant Dean for Residence Life Education and Housing*; BA 2000; MEd, 2003; PhD, 2010.

Devost, Brian, 2011, *Executive Director for the Student and Recreation Wellness Center*; BA; 1983; MEd, 1985.

Ellison, Jimmy, 2001, *Chief of Police and Director of Public Safety*; Lamar University Police Academy, 1984.

Lewis, Mark, 1993, *Assistant Dean for Spiritual Life and Chapel Programs*; BBS, 1988; MMFT, 1995; LPC, 1997.

Little, Ellen, 2009, *Director of Medical Clinic*; BA, 1992; MD, 1997.

Meyer, Jan, 1987, *Assistant Dean for Student Leadership Development and Executive Director of Leadership Camps*; BS, 1987; MRE, 1991; EdD, 2003.

Rogers, Jennifer, 2008, *Associate Director for Ministry and Service*, BA 2001, 2002; MACM, 2004.

Rowlands, Steve, 1997, *Director of University Counseling Center*; BA, 1992; MMFT, 1994.

St. John, Kaci, 2011, *Director of Judicial Affairs*; BS, 2001.

Strader, Bob, 1976, *Director of Ministry and Service*; BSEd, 1976; MEd, 1985; EdD, 1993.

Swedlund, Joel, 1993, *Director of Facility Operations*; BS, 2002.

Advancement

Boone, Phil, 2003, *Vice President for Advancement*; BBA, 1983.

Britten, Vicki, 1984, *Director of Development Operations*; BSE, 1981.

Garrett, Dan, 1973-84, 1995, *Vice Chancellor and President of the ACU Foundation*; BS, 1973.

Athletics

Mosley, Jared, 2000, *Director of Athletics*; BS, 1991; MEd, 2003.

Bonneau, Britt, 1996, *Head Baseball Coach*; BS, 1995.

Campbell, Mike, 2003, *Head Golf Coach*; BS, 1991.

Collums, Ken, 2012, *Head Football Coach*; BS 1996; MS 1998.

Cook, Jerrod, 2006, *UIL Regional Director*; BS, 2004.

Driskill, Cory, 2008, *Head Athletics Trainer*; BS, 2003, MS, 2005.

Fleming, Lance, 1998, *Director of Sports Information*; BA, 1992.

Golding, Joe, 2011, *Head Basketball Coach, Men's*, BS 1999.

Goodenough, Julie, 2012, *Head Basketball Coach, Women's*; AA 1989; BA 1991; Med 1993.

Houser, John, 2010, *Assistant Athletic Director Operations*; BS, 2003; MA, 2004.

Jarrett, Vince, 2010, *Associate Director of Athletics*; BS, 1976

Jones, Hutton, 1997, *Head Tennis Coach*; BA, 1981; MS, 1983.

Lofton, Roosevelt, 2009, *Head Track & Field Coach*; BA, 1984; MS, 1988

Mock, Kellen, 2006, *Head Women's Volleyball Coach*; BA, 2005.

Pupella, Barry, 2008, *Assistant Athletic Director/Compliance*; BA, 1980, MS, 1997.

Reeves, Bobby, 2010, *Head Softball Coach*; BS, 1989.

Varner, Ann, 2001, *Director of Student Athletic Academic Services*; BS, 1979.

Wilson, Casey, 2004, *Head Soccer Coach, Women's*; BBA, 1999; MBA 2002.

TEACHING FACULTY

The first date is the year of appointment to the faculty, followed by rank and department.

Allison, Stephen H., 1984, *Professor, Hall Chair of Psychology and Intercultural Studies*; BS, ACU, 1976; MS, Fuller Theological Seminary, 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.

Arrington, Jeff E., 1989, *Associate Professor of Physics, Associate Vice President for Student Life*; 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, *Serials & Assessment Librarian*; BS, ACU, 1994; MLS, University of North Texas, 2000.

Austin, Lynette, 2008, *Assistant 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, *Assistant Professor 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.

Baldrige, Stephen, 2009, *Assistant Professor of Social Work*; BSSW, LCU, 2001; MSSW, University of North Texas at Arlington, 1996; PhD, University of Texas at Arlington, 2010.

Barbarick, Clifford, 2011, *Assistant Professor, Department of Bible, Missions and Ministry*; BA, Pepperdine University, 2001; MDiv, Pepperdine University, 2005; PhD, Baylor University, 2011.

Barnett, Denise, 1991, *Assistant 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 and Chair of Kinesiology and Nutrition*; BSEd, ACU, 1977; MS, University of North Texas, 1983; PhD, Texas A&M University, 1997.

Bender, Brenda, 2001, *Associate Professor and Chair of Communication Sciences and Disorders*; BSEd, ACU, 1990; MS, University of North Texas, 1994; PhD, University of Memphis, 2001.

- Bennett, B. Cole**, 2000, *Associate Professor and Chair 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 of Marriage and Family Therapy*; BA, Eastern New Mexico University, 1981; MA Eastern New Mexico University, 1983; M.Ed, Albertson College of Idaho, 1991; PhD, Nova-Southeastern University, 1995.
- Bjorem, Pauline Kung**, 2005, *Associate Professor of Music*; BM, ACU, 1993; MM, Hardin-Simmons University, 1996; DMA, University of Oregon, 2005.
- Blakeslee, Sara E.**, 2010, *Assistant Professor of Marriage and Family Therapy*; BS, Oklahoma State University, 1999; MMFT, ACU, 2006; PhD, Texas Tech University, 2010.
- Bolin, Phyllis**, 2005, *Assistant Professor of Mathematics*; 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.
- Breeding, MaLesia**, 1998, *Professor of Communication Sciences and Disorders and Executive Director of the Adams Center*; BS, ACU, 1980; MA, ACU, 1986; EdD, Texas Tech University, 1998.
- Briester, 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 and Chair of Agricultural and Environmental Sciences*; BS, ACU, 1971; PhD, Oregon State University, 1975.
- Brokaw, Joshua M.**, 2009, *Assistant Professor of Biology*; BS, ACU, 2001; MS, Oklahoma State University, 2004; PhD, Washington State University, 2009.
- Brown, Derek**, 2008, *Instructor of Music*; BM, University Cincinnati College, 2006; MM, Hope College, 2008. **Burton, Brian**, 2007, *Assistant Professor of Information Technology*; BS, ACU, 1992; MS, Southwest Missouri State University, 1999; EdD, University of Missouri, 2008.
- Burton, Orneita**, 2006, *Assistant Professor of 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, *Assistant Professor of Communication*; BA, Harding University, 1995; MDiv, Harding University Graduate School of Religion, 1999; DMin, ACU, 2007; PhD, The University of Memphis, 2008.
- Cardot, Joseph James, III**, 1980, *Professor and Chair of Communication*; BA, Harding University, 1976; MA, Western Kentucky University, 1980; EdD, Texas Tech University, 1990.
- 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*; 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 Education*; BA, Pepperdine University, 1980; MS, ACU, 1987; MEd, Tarleton State University, 2000.
- Cavitt, T. Brian**, 2002, *Associate Professor of Chemistry*; BS, ACU, 1998; PhD, University of Southern Mississippi, 2002.
- Cha, Kilnam**, 2011, *Associate 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, 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 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, *Interim Dean of the College of Biblical Studies, Associate Professor of New Testament and Graduate School of Theology*; 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 and Honors Studies*; BA, ACU, 1985; MLitt, University of St. Andrews, 1998; MS, University of Oxford, 1999; DPhil, University of Oxford, 2005.
- Daugherty, Michael**, 2009, *Assistant Professor of Physics*; BS, ACU 2002; BS, ACU, 2002; PhD, University of Texas, 2008.
- Davis, Kristina**, 2005, *Assistant Professor of Communication and Honors Studies*; BS, ACU, 1999; MA, ACU, 2001; PhD, Texas A&M University, 2009.
- Delony, Mikee**, 2006, *Assistant Professor of Language and Literature*; BA, University of Houston, 1996; MA, University of Houston, 2000; PhD, University of Houston, 2007.

- Delony, Sheila**, 2008, *Assistant Professor of Education*; BS, Lubbock Christian University, 2001; MEd, Texas Tech University, 2006; PhD, Texas Tech University, 2008.
- Dickson, Kyle**, 1999, *Associate Professor of Language and Literature*; 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 and Dean of the Graduate School*; BA, ACU, 1970; MA, ACU, 1971; PhD, University of Oklahoma, 1974.
- Dodd, Matthew J.**, 2008, *Assistant Professor of Conflict Resolution*; BS, ACU, 1998; MA, ACU, 2001; MMFT, ACU, 2001; PhD, Texas Woman's University, 2008.
- Douthit, Julie**, 2006, *Instructor of Education*; BSEd, University of North Texas, 1991; MEd, University of North Texas, 1991.
- Dowdy, Jess T.**, 2010, *Associate Professor of Physics and Assistant Chair of Physics*; BS, ACU; 1998, MS, Washington State University, 1990; EdD, Texas A&M – Commerce, 2005.
- Ehrke, John**, 2007, *Assistant Professor of Mathematics*; BS, ACU, 2003; MS, Baylor University, 2005; PhD, Baylor University, 2007.
- Elliot, Kelly**, 2010, *Assistant 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; ADB, Florida State.
- Evans, Carol**, 2003, *Instructor of Language and Literature*; BS, Lubbock Christian University, 1984; MA, ACU, 1991.
- Feerer, Ryan**, 2010, *Instructor of Art and Design*, AA, Art Institute of Dallas, 2002; BFA, ACU, 2005; MFA, School of Visual Arts, 2007.
- Flanagan, Cherisse**, 2007, *Instructor of Psychology*; BA, Texas Tech University, 1988; MS, ACU, 1996.
- 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 and Chair 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.
- Garver, Matthew**, 2012, *Assistant Professor of Kinesiology*; BS, Lee University, 2003; MS, Central Washington University, 2006; PhD, The Ohio State University, 2011.
- Goff, Jaime**, 2004, *Associate Professor and Chair of Marriage and Family Therapy*; 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.
- Green, Robert**, 1985, *Professor of Art and Design*; BFA, ACU, 1979; MFA, University of Nebraska, 1983.
- Guild, Sonny**, 1999, *Assistant Professor of Bible, Missions and Ministry, Associate Director of Halbert Institute for Missions*; BA, Harding University, 1966; MDiv, ACU, 1969; DMin, ACU, 1996.
- Hailey, Mel**, 1979, *Professor and Chair 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, *Instructor of Journalism and Mass Communication*; BS, Pepperdine University, 1981; MS, Abilene Christian University, 2004.
- Hamilton, Mark W.**, 2000, *Professor of Old Testament and Associate Dean of The Graduate School of Theology*; BA, Freed-Hardeman University, 1986; MDiv, ACU, 1990; MA, ACU, 1991; PhD, Harvard University, 2000.
- Hamm, Stephanie**, 2008, *Assistant Professor of Social Work; Director of the School 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*; 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.
- 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.
- Haseltine, Jeffrey O.**, 1989, *Associate Professor of Higher Education, Associate Dean of the College of Arts and Sciences, Assistant Dean of the College of Education and Human Services*; BSE, Oklahoma Christian University, 1976; MLS, University of Oklahoma, 1985; PhD, Southern Illinois University at Carbondale, 1990.
- Hatfield, Kari**, 2008, *Assistant Professor of Theatre*; BA, Oklahoma Christian University, 2000; MFA, Virginia Commonwealth University, 2005.
- Head, Tim**, 2007, *Assistant Professor of Physics*; BS, Texas Tech University, 2000; MS, University of Illinois, 2002; PhD, University of Illinois, 2007.
- Heflin, Houston**, 2009, *Assistant 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 of Mathematics and Assistant Dean of the College of Arts and Sciences*; 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 Chair of Theatre*; BA, ACU, 1977; MFA, Trinity University, 1982.
- Hill, Dickie L.**, 1977, *Professor of Kinesiology and Nutrition*; BSEd, ACU, 1967; MPE, University of Florida, 1968; PhD, Texas A&M University, 1973.
- Holland, Jason**, 1998-2000, 2003, *Professor of Mathematics*; BSE, University of Central Arkansas, 1989; MS, Arkansas State University, 1993; PhD, University of Mississippi, 1998.
- Homer, John**, 2009, *Assistant Professor of Computer Science*; BS, Harding University, 2002; MS, Kansas State University, 2006; PhD, Kansas State University, 2009.

- Hopkins, R. Bruce**, 2012, *Assistant Professor of Chemistry*; BS, ACU, 1982; MS, ACU, 1982; PhD, Princeton University, 1987.
- Horn, William**, 2010, *Instructor of Language and Literature*; BA, ACU, 1999; MA, ACU, 2005.
- Huddleston, Andrew**, 2012, *Associate 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.
- Huddleston, Jonathan**, 2011, *Assistant Professor of Old Testament, Graduate School of Theology*; BA, Milligan College, 1995; MDIV, Emmanuel School of Religion, 1999; PhD, Duke University, 2011.
- Hunter, Rebecca**, 2009, *Assistant 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.
- Jessup, Ryan K.**, 2011, *Assistant Professor Management Sciences*; BBA, ACU, 1997; MS, ACU, 2003; PhD, Indiana University, 2008.
- Jinkerson, Darryl L.**, 2002, *Associate Professor of Management Sciences*; BA, Harding University, 1980; MS, Northeast Louisiana University, Monroe, 1982; PhD, Southern Illinois University, Carbondale, 1987.
- Johnson, Stephen**, 2001, *Associate Professor Ministry, Graduate School of Theology, Dean of the Honors College*; 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.
- Karabegov, Alexander**, 2002, *Professor of Mathematics*; MS, Moscow State University, 1981; PhD, Moscow State University, 1988.
- Kneip, David**, 2010, *Instructor of Bible, Missions and Ministry*; BA, Duke University, 1997; MDiv, ACU, 2003
- Knight, Kelly**, 2012, *Instructor of Political Science*; BA, Our Lady of the Lake University, 1978; JD, University of New Mexico, 1986.
- Lakey, Paul**, 1988, *Professor of Communication*; BA, Oklahoma Christian University, 1970; MA, ACU, 1980; MA, ACU, 1985; PhD, University of Oklahoma, 1988.
- Lee, Sara**, 2011, *Assistant Professor of Biochemistry*; BS, ACU, 2005; PhD, Colorado State University, 2010.
- Lee, Tom**, 1994, *Professor of Biology*; BS, Texas A&M University, 1984; MS, Angelo State University, 1987; PhD, Texas A&M University, 1992.
- Lemley, Lauren**, 2010, *Assistant Professor of Communication*; BA, ACU 2005; MA, ACU 2007; Ph.D., Texas A&M University, 2010.
- Lewis, Susan**, 1998, *Provost and Associate Professor of Journalism and Mass Communication*; BS, ACU, 1992; MA, ACU, 1997; EdD, Pepperdine University, 2006.
- Lipps, Alan J.**, 2007, *Assistant 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, *Assistant Professor of Management Sciences*; B.A., ACU, 1997; J.D., Texas Tech University, 2000.
- 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 and Associate Dean of the College of Business Administration*; 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 and Dean of the College of Business Administration*; BBA, Harding University, 1980; MBA, Oklahoma State University, 1983; PhD, Arizona State University, 1994.
- Macaluso, Suzanne**, 2011, *Assistant Professor of Sociology*; BS, Oklahoma Christian University, 2003; MS, Purdue University, 2004; PhD, Purdue University, 2010.
- Maxwell, Jack**, 1984, *Professor and Chair of Art and Design*; BFA, ACU, 1978; BSEd, ACU, 1978; MFA, University of Tennessee, 1981.
- Maxwell, Karen**, 2006, *Assistant 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.
- McAnulty, David**, 2009, *Associate Professor of Psychology*; BA, Harding University 1981; MA, Louisiana State University, 1984; PhD, Louisiana State University, 1986.
- 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.
- 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, *Assistant Professor of Theology*; BA, Harding University, 1995; MDiv, ACU, 1999; PhD, Emory University, 2008.
- McCurley, Linda**, 2012, *Assistant Professor of Kinesiology*; BS, Arkansas State University, 1998; MS, Arkansas State University, 1999; PhD, University of Arkansas, 2008.
- McGregor, Dan**, 2000, *Associate 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.
- McMichael, Dana**, 1986-89, 2000, *Associate Professor of Language and Literature*; BA, Oklahoma Christian University, 1983; MA, Wake Forest University, 1986; PhD, Oklahoma State University, 2002.
- McQueen, Julie**, 2000, *Instructor of Developmental Mathematics*; BS, ACU, 1979; MEd, ACU, 1986.
- Mendenhall, Doug**, 2008, *Instructor of Journalism and Mass Communications and Journalist-in-Residence*; BA, ACU, 1982; MS, Middle Tennessee State University, 2003. **Meyer, Jan**, 1987, *Assistant Professor of Education and Director of Leadership Education*; BS, ACU, 1987; MRE, ACU, 1991; EdD, Texas Tech University, 2003.

- Milholland, Tom**, 1979, *Professor of Marriage and Family Therapy and Assistant Provost for Institutional Effectiveness*; BS, Oklahoma Christian University, 1966; MS, East Texas State University, 1972; PhD, Texas Tech University, 1979.
- Miller, Emmett**, 1988, *Assistant Professor of Agricultural and Environmental Sciences*; BS, ACU, 1970; MS, ACU, 1980.
- 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, *Assistant Professor of Language and Literature*; BA, University of Wisconsin-Parkside, 1994; MA, University of Nebraska, 1996; PhD, University of Nebraska, 2007.
- Morgan, Ronald**, 2003, *Associate Professor of History*; BA, ACU, 1981; MA, ACU, 1983; PhD, University of California-Santa Barbara, 1998.
- Morris, Jason**, 1996, *Associate Professor of Education and Director of Higher Education*; 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 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 and Chair of Biology*; BS, ACU, 1966; MS, University of Michigan, 1968; PhD, University of Missouri, 1973.
- Nicodemus, Michael**, 2008, *Assistant Professor of Agricultural and Environmental Sciences*; BA, Ohio State University, 1999; MS, Ohio State University, 2003; PhD, Purdue University, 2007.
- Nobles, Heidi**, 2010, *Instructor of English*; BA, Oklahoma Christian University, 2002; MA, Baylor, 2006.
- Norsworthy, Larry**, 1999, *Professor of Psychology*; BS, ACU, 1972; MS, ACU, 1976; PhD, Walden University, 1991.
- Nyandoro, Alfandika**, 2009, *Assistant Professor of Information Technology*; BSc, National University of Science and Technology, Zimbabwe, 1996; MDig Comm, Monash University, 2000; PhD, University of New South Wales, 2006.
- Oglesby, Robert, Jr.**, 1998, *Instructor of Bible, Missions and Ministry*; BS, ACU, 1981; MS, ACU, 1982.
- Olree, Kenneth**, 2012, *Associate Professor of Engineering and Physics, Director of Engineering*; BSEE, Oklahoma Christian University, 1990; MS, The University of Virginia, 1993; PhD, The University of Utah, 2007.
- Opsitch, Yann**, 2009, *Instructor of Language and Literature*; MACM, ACU, 2007.
- Pamplin, Kim L.**, 1996, *Associate Professor and Chair of Chemistry and Biochemistry*; BS, ACU, 1991; PhD, Iowa State University, 1996.
- Paris, Wayne**, 2010, *Associate 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 of Education and Chair of Teacher Education*; BA, ACU, 1981; MEd, ACU, 1988; PhD, University of Texas, 2001.
- Pemberton, Glenn**, 2005, *Associate Professor of Bible, Missions and Ministry*; BA, ACU, 1985; MA, ACU, 1995; PhD, University of Denver/Iliff 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 and Director of Research and Sponsored Programs*; BS, Harding University, 1980; MS, Pennsylvania State University, 1984; PhD, Pennsylvania State University, 1988.
- Phillips, Laura**, 2005, *Assistant Professor of Management Sciences*; BS, ACU 1988; MS, Purdue University, 1989; PhD, Capella University, 2005.
- Phillips, Mark**, 2004, *Associate Professor of Management Sciences*; BS, ACU, 1988; MS, Purdue University, 1989; PhD, Oklahoma State University, 2004.
- Piersall, Rick**, 2010, *Assistant Professor of Music*; BBA, ACU, 1990; BA, ACU, 1993; MM, Southern Methodist University, 1995; Professional Studies Certificate (Opera), Temple University, 2005.
- Pope, Don N.**, 2000, *Associate Professor and Chair 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, *Assistant 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.
- 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.
- Pullen, Sean E.**, 2009, *Director of Choral Activities*; BME, University of Houston, 1995; MMC, University of Houston 1996; DMA, Claremont Graduate University, 2001.
- 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*; BSEd, 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, *Instructor of Language and Literature*; BA, Harding University, 1986; MS, Harding University, 1987; MA, University of California at Riverside, 1989.
- Rankin, William J.**, 1989, *Professor of Language and Literature and Director of Educational Innovation*; BA, Harding University, 1987; MA, University of California at Riverside, 1989; PhD, University of Minnesota, 2001.
- Reese, Jack R.**, 1988, *Professor of Ministry, Dean of the Graduate School of Theology, and Dean of the College of Biblical Studies*; BA, ACU, 1973; MA, University of Oklahoma, 1976; MA, ACU, 1978; PhD, University of Iowa, 1988.
- Reese, Jeanene**, 1991, *Associate Professor and Assistant Chair, Department of Bible, Missions and Ministry*; BS, ACU, 1974; MS, ACU, 1995; MDiv, ACU, 1998; DMin, ACU, 2001.
- Reeves, Brent N.**, 2001, *Associate Professor of Information Systems and Management Sciences*; BBA, ACU, 1980; MA, ACU, 1982; MS, University of Colorado, 1991; PhD, University of Colorado, 1993.
- Rhodes, Robert**, 2012, *Provost and Professor of Psychology*; BS, Oklahoma Christian University, 1990; PhD, University of Northern Colorado, 1994.
- Riggs, Mark**, 1980-87, 2003, *Professor and Chair of Mathematics*; BS, ACU, 1975; MS, Texas A&M University, 1976; PhD, Texas A&M University, 1981.

- Roberson, Matt**, 2012, *Associate Professor of Music and Chair of Music*; BA, Harding University, 1997; MM, Florida State University, 2000; PhD, Florida State University, 2006.
- Rogers, Jennifer**, 2009, *Instructor of Education*; BS, ACU, 2004; MEd, Hardin Simmons University, 2009.
- Rogendorf, Paul**, 2009, *Instructor of Language and Literature*; BA, University of Texas, 1993; BS, Institute for Christian Studies, 1994; MA, University of Memphis, 1996.
- Roper, Cynthia**, 1994, *Associate 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.
- Sadler, Virginia**, 1980, *Professor of Art and Design*; BFA, University of Texas, 1970; MFA, Indiana University, 1974.
- Sanders, Michelle**, 2006, *Assistant Professor of Language and Literature*; BS, ACU, 1999; MA, Emerson College, 2001; PhD, University of Texas at Arlington, 2007.
- Santana, Nil**, 2000, *Instructor of Art and Design*; BS, Universidade Federal da Paraiba, 1993; MS, ACU, 2000.
- 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, *Assistant Professor of Graduate School of Education*, BS, Texas A & I 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&I University, Corpus Christi, 1976, Ph.D., University of Texas at Austin, 2010.
- Sensing, Timothy**, 1998, *Professor of Ministry, Graduate School of Theology*; BS, Purdue University, 1980; MTh, Harding Graduate School, 1984; DMin, Harding Graduate School, 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.
- Shankle, Nancy W.**, 1990, *Professor of Language and Literature and Assistant Provost for General Education*; BA, Texas A&M University, Commerce, 1977; MA, Texas A&M University, Commerce, 1979; PhD, Texas A&M University, 1990.
- Sharp Penya, Lynette**, 1999, *Associate Professor of Communication*; BA, ACU, 1991; MS, University of Illinois, 1993; PhD, University of Kansas, 1996.
- Shepherd, Ian**, 2003, *Associate Professor of Management Sciences*; BB, University of Western Sidney, 1987; MBA, Belmont University, 1989; DA, Middle Tennessee State University, 1998.
- Shewmaker, Jennifer W.**, 2002, *Associate Professor of Psychology and Director of Faculty Enrichment*; BS, ACU, 1992; PhD, Texas Woman's University, 1996.
- Shilcutt, Tracy**, 2002, *Assistant Professor and Chair of History*; BS, ACU, 1980; MA, ACU, 1993; PhD, Texas Christian University, 2003.
- Slymaker, Rachel**, 2007, *Assistant Professor 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*; BS, ACU, 1970; MS, Texas Tech University, 1973.
- Snider, Donnie**, 2003, *Associate Professor of Education and Interim 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.
- Stephenson, Joseph F.**, 2005, *Assistant 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, *Assistant Professor of 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 Interim Dean of the College of Arts and Sciences*; BA, ACU, 1994; MM, University of North Texas, 1997; PhD, University of North Texas, 2004.
- Straughn, Marica**, 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 Womens's University.
- Sutherlin, Autumn**, 2003, *Associate Professor of Biochemistry*; BS, Harding University, 1997; PhD, Purdue University, 2003.
- Swearingen Churchville, Dawne**, 2005, *Assistant Professor of Theatre*, BA, ACU, 1995; MFA University of Arizona, 1997.
- Talley, Stephanie**, 2008, *Instructor of 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*, BA, 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, Carolyn**, 1993, *Instructor of Language and Literature*; BA, ACU, 1965; MAT, Southwest Texas State University, 1992.
- Thompson, James W.**, 1992, *Professor of New Testament and Robert and Kay Onstead Chair of Biblical Studies*; BA, ACU, 1964; MA, ACU, 1965; BD, Union Theological Seminary, 1970; PhD, Vanderbilt University, 1974.
- Thompson, Jean-Noel**, 2007, *Assistant Professor of Education and Vice President and Dean for Student Life*; BA, Arizona State University, 1991; MS, Colorado State University, 1995; PhD, Indiana University, 1999.
- Thompson, Melinda**, 2011, *Assistant Professor of Old Testament and Director of Institutional Technology*; BA Minnesota Bible College, 1997; M.A.R. Emanuel School of Religion, 2000; PhD, Luther Seminary, 2005.
- Thompson, Trevor**, 2009, *Instructor of Bible, Missions and Ministry*; BA, Oklahoma Christian University, 1998; MA, Harding Graduate School of Religion, 2002; MDiv, Harding Graduate School of Religion, 2002; MA, University of Chicago, 2007.

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, Dwayne, 2004, *Assistant Professor of Computer Science*; BS, ACU, 1986; MS, Texas Tech University, 2004; PhD, Texas Tech University, 2007.

Towell, Rusty, 2001, *Professor and Chair of Physics*; BS, ACU, 1990; PhD, University of Texas, 1999.

Vardiman, Phillip D., 2002, *Associate 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.

Varner, Paul, 2007, *Scholar-in-Residence*; BA, Oklahoma Christian University, 1973; MA, University of Tennessee, 1975; PhD, University of Tennessee, 1981.

Wages, Alan, 2010, *Assistant Professor of Marriage and Family Studies*; BS, ACU, 2003; MS, TWU, 2006; PhD, TWU, 2010.

Wages, Steven, 1997, *Associate Professor of Marriage and Family Studies*; AA, Mississippi Gulf Coast Junior College, 1976; BS, University of Southern Mississippi, 1978; MMFT, ACU, 1994; PhD, Florida State University, 2002.

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.

Ward, Steven, 2006, *Professor of Music*; BM, ACU, 1992; MA, Austin State University, 1994; DMA, Michigan State University, 2002.

Wasemiller, Kathryn, 1984, *Professor of Art and Design*; BFA, ACU, 1977; MFA, Texas Tech University, 1980.

Weathers, Stephen R., 1987, *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 of Art and Design*; BA, ACU, 1993; MFA, Massachusetts College of Art, 2003.

Willerton, Christian W., 1970, *Professor of Language and Literature*; BA, Texas Christian University, 1969; MA, University of North Carolina, 1970; PhD, University of North Carolina-Chapel Hill, 1979. **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, John T., 1971, *Burton Coffman Chair for Biblical Studies and Professor of Bible, Missions and Ministry*; BA, ACU, 1955; MA, ACU, 1956; PhD, Vanderbilt University, 1966.

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, *Associate Professor of Kinesiology and Nutrition*; BSEd, ACU, 1976; MEd, ACU, 1977; EdD, Texas Tech University, 1992.

Winter, Thomas L., 1984, *Professor of Social Work*; BA, ACU, 1971; MSSW, University of Texas at Arlington, 1977; EdD, University of Arkansas, 1997.

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.

Xu, Qiang, 2007, *Assistant 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, *Assistant Professor of Art and Design*; BS, ACU, 1997; MArch, University of Texas at Austin, 2002.

ADJUNCT AND IN-RESIDENCE FACULTY

Ash, Anthony, 1962, *Adjunct, Bible, Missions and Ministry*; BS, Florida State University, 1956; MA, ACU, 1959; PhD, University of Southern California, 1966.

Boylard, Kurt, 2008, *Adjunct, Marriage and Family Therapy*; BBA, Texas Tech University, 1985; BS, Institute for Christian Studies, 1992; MMFT, ACU, 2002.

Brown, Terry, 2001, *Adjunct, Bible, Missions and Ministry*; BA, ACU, 1968; MA, ACU, 1972; DMin, ACU, 1990.

Cope, Mike, 1998, *Adjunct, Bible, Missions and Ministry*; BA, Harding University, 1978; MTh, Harding Graduate School of Religion, 1982.

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.

Fair, Ian A., 1978, *Adjunct, New Testament, Graduate School of Theology*; BA, ACU, 1968; BA Honors Degree, University of Natal (South Africa), 1972; PhD, University of Natal, 1974.

Flanagan, Diana, 2009, *Adjunct, Biology*; BS, Hardin-Simmons University, 1993; PhD, University of Kentucky, 1999.

Flanders, Cara, 2006, *Adjunct, Marriage and Family Therapy*; 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, Missions Coordinator for Latin America, Bible, Missions and Ministry*; BS, University of Louisiana at Monroe, 1984; DVM, Louisiana State University, 1987; MAR, Harding School of Religion, 1993.
- Hare, Steve**, 1986, *Adjunct, Bible, Missions and Ministry*; BS, ACU, 1972; MS, ACU, 1991.
- Henderson, Larry**, 1999, *Adjunct, Missions Coordinator for Asia, Bible, Missions and Ministry*; BA, ACU, 1974; MA, Chulalongkorn (Bangkok), 1995.
- Hester, Donna**, 1990, *Adjunct, Theatre*; BA, Trinity University, 1978; MA, ACU, 1989.
- Jergins, Janet**, 1996, *Adjunct, Marriage and Family Therapy*; 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.
- Lavender, Earl**, 2008, *Adjunct, Graduate School of Theology*; BA, David Lipscomb University, 1977; MA, David Lipscomb University, 1986; PhD, Saint Louis University, 1991.
- McVey, Dan**, 2004, *Adjunct, Missions Coordinator for Africa, Bible, Missions and Ministry*; BA, Freed Hardeman University, 1979; MA, Theological University of America, 1995.
- Mitchell, Dan**, 1982, *Artist Teacher, Music*; BMed, ACU, 1967; MA, East Texas State University, 1972.
- 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, Marcia**, 2000, *Adjunct, Bible, Missions and Ministry*; BSN, Harding University, 1979; MTh, Harding University Graduate School of Religion, 1985.
- Morgan, Janine**, 2003, *Adjunct, General Education*; BA, ACU, 1976; MS, ACU, 1984; MA, Biola University, 2002.
- Morris, Heidi**, 2006, *Adjunct, Sociology and Family Studies*; BA, ACU, 1998; MA, ACU, 2000; PhD, Texas Woman's University, 2008.
- Otey, Robert**, 2001, *Adjunct, Conflict Resolution*; BS, Oklahoma State University, 1965; MEd, Southwest Texas State University, 1992; PhD, Texas A&M University, 1999.
- Parish, Eddie**, 1991, *Adjunct, Bible, Missions and Ministry*; BA, University of Oregon, 1982; MMFT, ACU, 1986; PhD, Florida State University, 1989.
- 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.
- Rowlands, Steve**, 1997, *Adjunct, Marriage and Family Therapy*; BA, University of New Mexico, 1992; MMFT, ACU, 1994.
- Saltsman, George**, 1997, *Adjunct, Journalism and Mass Communication*; BS, ACU, 1990; MS, ACU, 1995.
- Shipp, R. Mark**, 1993, *Adjunct, Graduate School of Theology*; BA, Pepperdine, 1977; MDiv, Princeton, 1988; MS, Pepperdine, 1989; PhD, Princeton Theological Seminary, 1998.
- Smith, P. Kent**, 1991, *Adjunct, Missions Coordinator for North America, Bible, Missions and Ministry*; 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; MSEd, ACU, 1985; EdD, Texas Tech University, 1993.
- Sullivan, Slade**, 2000, *Adjunct, Education*; BA, ACU, 1995; MA, ACU, 1997; JD, Harvard Law School, 2000.
- 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.
- Welch, Alice**, 1998, *Adjunct, Music*; BS, West Virginia University, 1959; MM, West Virginia University, 1960.
- Wenetschlaeger, Patty**, 2002, *Adjunct, Conflict Resolution*; BAS, ACU, 1996; MS, ACU, 1998; JDMDR, Pepperdine University School of Law, 2002.
- Willis, Sandra**, 2003, *Adjunct, Art and Design*; BA, George Peabody College, 1967; MEd, Drury College, 1992.
- York, John**, 2008, *Adjunct, Graduate School of Theology*; BA, ACU 1975; MA, ACU, 1978; MDiv, ACU, 1982; PhD, Emory University, 1989.

INTERCOLLEGIATE FACULTY

Asbury, Jennifer, 2011, *Instructor of Nursing*; BSN, Texas Christian University, 1991; MSN, Hardin-Simmons University, 2009.

Castel, Cynthia, 2009, *Instructor of Nursing*; BSN, McMurry University, 2008; MSN, Hardin-Simmons University, 2010.

Cheek, Andrea, 2008, *Instructor of Nursing*; BSN, Hardin-Simmons University, 1988; MSN, Abilene Christian University, 1998.

Cooper, Kimberly, 2006, *Instructor of Nursing*; BSN, Lubbock Christian University, 1990; MSN, West Texas A&M University, 2006.

Cottrell, Jeffrey S., *Intercollegiate-HSU, Music*; BM, North Texas State University, 1985; MM, University of North Texas, 1996; DMA, University of North Texas, 2004.

Hayes, Awilda, 2008, *Instructor of Nursing*; BSN, Angelo State University, 2006; MSN, Angelo State University, 2008.

King, Olivia, 2011, *Instructor of Nursing*; LVN, Lunenburg Vocational School, 1977; BSN, Grand Canyon University, 2010; MSN, Hardin-Simmons, 2012.

Miller, Valerie, 2005, *Instructor of Nursing*; BSN, Texas Tech University, 1987; MSc, Georgia State University, 2000.

Murphy, Alice C., 1999, *Assistant Professor of Nursing*; BSN, Augsburg College, 1978; MPH, University of Minnesota, 1981.

Naldoza, Teresa, 2009, *Instructor of Nursing*, BSN-RN, McMurry University, 2007; MSN, Hardin-Simmons University, 2010.

Ouimette, Nina, 2000, *Dean and Associate Professor of Nursing*; BSN, George Mason University, 1977; MSN, East Carolina University, 1989.

Rud, Jan, 2008, *Adjunct Instructor of Nursing*; BSN, Angelo State University, 2002; MSN, Angelo State University, 2008.

Smola, Monica, 2008, *Instructor of Nursing*; BSN, University of the State of New York, 1998; MSN, Hardin-Simmons University, 2008.

Stafford, Barbara, 2010, *Assistant Professor of Nursing*; BSN, New Mexico State University-Las Cruces, 1987; MSN, University of Texas-El Paso, 1990.

Tucker, W. Jeanne, 2005, *Instructor of Nursing*; BSN, Midwestern State University, 1999; MSN, Midwestern State University, 2002.

Tyler, Indira, 2011, *Interim Director and Associate Professor of Nursing*; BN, University of Notre Dame, 1993; BS, University of

South Carolina, 2000; MS, Hampton University, 2005; PhD, Hampton University, 2010.

Van Cleave, Lisa, 2004, *Instructor of Nursing*; BSN, Texas Tech Health Science Center, 2003; MSN, ACU, 2004.

Viola, Janet, 2011, *Associate Professor of Nursing*, LPN, St. Francis Hospital, 1978; AAS, Jamestown Community College, 1981; BSN, Alfred University, 1983; BA, Alfred University, 1983; MS Ed, St. Bonaventure University, 1986; PsyD; American School of Professional Psychology, 1995.

Wilcox, Mark, *Intercollegiate-MMU*; BM, Wright State University, 1999, MHum, Wright State University, 2001; DMA, University of Oklahoma, 2009.

Yoes, Mavic, 2010, *Adjunct Instructor of Nursing*, BSN, University of the Philippines, 1990; MSN, Hardin-Simmons University, 2005, 2009.

EMERITI ADMINISTRATORS

The first dates indicate years of service.

Bullington, Wally, 1968-88, *Director Emeritus of Athletics*; BS, 1953; MEd, 1956.

Dunn, Floyd W., 1946-60, 1968-86, *Graduate Dean Emeritus*; BS, 1944; MA, 1946; PhD, 1950.

Fletcher, Milton, 1971-80, 1992-98, *Executive Director Emeritus of ACU Foundation*; BS, 1947; Hon DL, 1980.

Gray, C.G., 1981-93, *Vice President Emeritus for Information Services*; BSE, 1950; MEd, 1952; EdD, 1965.

Hart, Dwain, 1955-97, *Provost Emeritus*; BS, 1952; MS, 1952; EdD, 1961.

Hilton, L.D. (Bill), 1950-92, *Vice President Emeritus for Finance and Administration*; BS, 1948; MEd, 1952; DCEd, 1990.

Hunter, Robert D., 1956-93, *Vice President Emeritus*; BS, 1952; MBA, 1976; LLD, 1974; LDH, 1979; LitD, 1983.

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.

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.

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.

Austin, Clyde N., 1956-97, *Robert and Mary Ann Hall Chair and Professor Emeritus of Psychology*; BS, ACU, 1953; MPS, University of Colorado, 1955; PhD, University of Houston, 1967.

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.

Bradford, James, 1957-96, *Professor Emeritus of Mathematics*; BS, University of North Texas, 1951; MS, University of North Texas, 1952; PhD, University of Oklahoma, 1957.

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, Alvie, 1959-00, *Professor Emeritus of Chemistry*; BS, ACU, 1955; PhD, University of Texas, 1960.

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.

Drennan, Jerry D., 1963-98, *Professor Emeritus of Industrial Technology*; BSEd, ACU, 1959; MEd, University of North Texas, 1963; Ded, Texas A&M University, 1970.

- Dunn, Floyd W.**, 1946-60, 1968-86, *Professor Emeritus of Chemistry, Graduate Dean Emeritus*; BS, ACU, 1944; MA, University of Colorado, 1946; PhD, University of Colorado, 1950.
- Dunn, Pauline**, 1968-90, *Instructor Emerita of Music*; BA, ACU, 1944.
- Eichmann, W. Valdy**, 1984-04, *Professor Emeritus of Foreign Languages*; BA, Harding University, 1961; MA, University of Arkansas, 1965; MA, University of Arkansas, 1970; PhD, University of Arkansas, 1973.
- Enzor, Edwin H.**, 1965-98, *Professor Emeritus of Communication*; BA, David Lipscomb University, 1957; MA, ACU, 1959; PhD, Louisiana State University, 1964.
- Fair, Ian A.**, 1978, *Adjunct, New Testament, Graduate School of Theology*; BA, ACU, 1968; BA Honors Degree, University of Natal (South Africa), 1972; PhD, University of Natal, 1974.
- Faulkner, Paul**, 1957-92, *Professor Emeritus of Marriage and Family Institute*; BS, ACU, 1952; MS, ACU, 1961; MRE, Southwestern Baptist Theological Seminary, 1966; PhD, Southwestern Baptist Theological Seminary, 1968.
- Felts, Addie**, 1974-93, *Associate Professor Emerita of Health, Physical Education and Recreation*; BS, ACU, 1955.
- Ferguson, Everett**, 1962-90, *LeMoine G. Lewis Professor Emeritus of Church History, Distinguished Scholar-in-Residence*; BA, ACU, 1953; MA, ACU, 1954; STB, Harvard Divinity School, 1956; PhD, Harvard University, 1960.
- Fritts, Chantrey A.**, 1967-01, *Professor Emeritus of Education*; BS, ACU, 1953; MA, University of Denver, 1954; EdD, University of Denver, 1967.
- Gallaway, Benny P.**, 1958-93, *Professor Emeritus of History*; BA, ACU, 1949; MA, University of North Texas, 1954.
- Gee, Roger D.**, 1985-03, *Professor Emeritus of Education*; BS, ACU, 1953; MA, George Peabody College of Vanderbilt University, 1957; EdD, George Peabody College of Vanderbilt University, 1964.
- George, Edwin**, 1969-01, *Professor Emeritus of Music*; BSEd, ACU, 1961; MEd, ACU, 1963; PhD, University of North Texas, 1983.
- Goebel, Klaus Dieter**, 1984-98, *Associate Professor Emeritus of Foreign Languages*; BA, Wayne State University, 1957; MA, Harding University, 1958; PhD, University of Chicago, 1969.
- Gray, Barbara**, 1981-93, *Associate Professor Emerita of Academic Advance*; BS, ACU, 1945; MA, University of Texas, 1947.
- Gray, C.G.**, 1981-96, *Professor Emeritus of Education*; BSE, Texas Tech University, 1950; MEd, Texas Tech University, 1952; EdD, Texas Tech University, 1965.
- Green, Bo**, 1972-10, *Professor Emeritus of Mathematics*; BA, ACU, 1964; MS, Purdue University, 1966; PhD, Purdue University, 1968.
- Green, Brent**, 1958-98, *Professor Emeritus of Art*; BFA, University of Texas, 1953; MFA, University of Oklahoma, 1962; PhD, Ohio State University, 1973.
- Green, Ina**, 1966-98, *Professor Emerita of Psychology*; BS, ACU, 1963; MA, Ohio State University, 1965; PhD, Ohio State University, 1969.
- Griggs, Jack A.**, 1991-08, *Overton Faubus Professor Emeritus of Business*; BS, ACU, 1964; CPA, 1966; MBA, University of Texas, 1967; PhD, University of Texas, 1971.
- Harper, Marsha**, 1972-03, *Professor Emerita of Library Science, Director of Brown Library*; BSE, ACU, 1959; MLS, University of North Texas, 1971; Certificate, Advanced Study in Library and Information Science, University of Texas, 1983; LitD, ACU, 2004.
- Harper, Preston F.**, 1965-07, *Professor Emeritus of English*; BA, ACU, 1959; MA, University of Texas, 1962; PhD, Texas Christian University, 1972.
- Hart, Dwain**, 1955-96, *Professor Emeritus of Physical Education, Provost Emeritus*; BS, Baylor University, 1952; MS, Baylor University, 1952; EdD, Baylor University, 1961.
- Hatch, Lucy**, 1985-04, *Assistant Professor Emerita of Education*; BAE, University of Mississippi, 1960; MEd, ACU, 1985.
- Higgins, Wanda Montgomery**, 1976-90, *Associate Professor Emerita of Home Economics and Family Studies*; BS, ACU, 1945; MEd, University of Georgia, 1971.
- Hoover, Arlie J.**, 1980-08, *Professor Emeritus of History*; BA, University of Tampa, 1960; MA, University of Texas, 1962; PhD, University of Texas, 1965.
- Hughes, David**, 1967-07, *Professor Emeritus of Mathematics*; BA, ACU, 1962; MA, University of Oklahoma, 1964; PhD, University of Oklahoma, 1967.
- Humble, B.J.**, 1964-90, *Professor Emeritus of Bible*; BA, ACU, 1948; MA, University of Colorado, 1949; PhD, University of Iowa, 1964.
- Hurley, Marian E.**, 1968-95, *Associate Professor Emerita of English*; BA, University of New Mexico, 1954; MA, University of New Mexico, 1964.
- Jackson, Don C.**, 1987-96, *Professor Emeritus of Economics*; BS, ACU, 1953; MBA, George Washington University, 1959; DBA, George Washington University, 1965.
- Jones, Troy Mark**, 1965-09, *Associate Professor and Chair Emeritus of Foreign Languages*; BA, ACU, 1963; MA, Texas Tech University, 1968.
- Justice, Vera**, 1981-85, *Instructor Emerita of Accounting*; BS, Stephen F. Austin State University, 1942; MS, ACU, 1980; CPA, 1981.
- Kelley, Loreta**, 1969-84, *Assistant Professor Emerita of Home Economics and Family Studies*; BS, ACU, 1939; MS, University of North Texas, 1942.
- Kirby, D'Lyla**, 1980-11, *Assistant Professor Emerita of Communication Sciences and Disorders*; BSEd, ACU, 1973; MS, Texas Tech University, 1978.
- Kirk, Edward L.**, 1955-86, *Associate Professor Emeritus of Education*; BS, ACU, 1945; MS ACU, 1956.
- Leverett, Margie Pistole**, 1967-89, *Assistant Professor Emerita of Management Sciences*; BSE, ACU, 1959; MS, ACU, 1965.
- Lightfoot, Neil R.**, 1958-04, *Frank and Della Pack Distinguished Professor Emeritus of New Testament, Graduate School of Theology*; BA, Baylor University, 1952; MA, Baylor University, 1955; PhD, Duke University, 1958.
- Lipford, Jeannette**, 1968-92, *Assistant Professor Emerita of Voice*; BA, ACU, 1949; MA, ACU, 1987.
- Loveland, Erma Jean**, 1987-03, *Assistant Professor Emerita of Library Science*; BS, ACU, 1958; MEd, College of Idaho, 1966; MLS, University of North Texas, 1989.
- Marler, Charles**, 1955-03, *Professor Emeritus of Journalism and Mass Communication*; BA, ACU, 1955; MA, ACU, 1968; PhD, University of Missouri, 1974.
- Marshall, Joseph J.**, 1955-90, *Professor Emeritus of Education*; BS, ACU, 1950; MA, Hardin-Simmons University, 1954; EdD, Baylor University, 1968.
- Marshall, Wilma L.**, 1967-90, *Associate Professor Emerita of English*; BS, ACU, 1950; MA, Hardin-Simmons University, 1957.
- Mathews, Edward F.**, 1980-08, *Professor Emeritus of Missions, Graduate School of Theology*; BA, ACU, 1962; MA, ACU, 1969; MMiss, Fuller Theological Seminary, 1970; STB, ACU, 1971; DMiss, Fuller Theological Seminary, 1980.
- Mattis, Charles**, 1995-12, *Dean Emeritus and Associate Professor of Biology*; BS, ACU 1981; DDS, University of Texas, 1985.

- McCann, Forrest M.**, 1968-96, *Professor Emeritus of English*; BA, University of Florida, 1952; MA, University of Florida, 1966; PhD, Texas Tech University, 1980.
- McLeskey, Beth**, 1967-85, *Assistant Professor Emerita of Health, Physical Education, and Recreation*; BS, Baylor University, 1950; MEd, ACU, 1963.
- McMillin, Keith**, 1983-96, *Assistant Professor Emeritus of Journalism and Mass Communication*; BA, Texas Tech University, 1953.
- Merrell, David B.**, 1966-12, *Professor Emeritus of English*; BA, ACU, 1964; MA, University of Arkansas, 1966; PhD, Texas A&M University, 1979.
- Merrell, Martha**, 1963-01, *Assistant Professor Emerita of Academic Advance*; BSEd, ACU, 1961; MEd, Sam Houston University, 1965.
- Morrison, Matthew C.**, 1985-98, *Professor Emeritus of Academic Advance*; BA, David Lipscomb University, 1961; MA, Indiana State University, 1968; PhD, Indiana University, 1972.
- Nelson, Charles W.**, 1984-98, *Professor Emeritus of Music*; BM, University of North Texas, 1950; MMed, University of North Texas, 1951; Hon DMu, ACU, 1987.
- Ogren, Albert J.**, 1993-04, *Assistant Professor Emeritus of Education and History*; BS, ACU, 1955; MEd, ACU, 1959; MA, Ohio State University, 1967; PhD, Ohio State University, 1974.
- Osburn, Carroll D.**, 1987-04, *Carmichael-Walling Professor Emeritus of New Testament Studies, Graduate School of Theology*; BA, Harding University, 1963; MTh, Harding University, 1968; MA, Harding University, 1969; DDiv, Vanderbilt University, 1970; PhD, University of St. Andrews (Scotland), 1974.
- Piersall, Paul**, 1986-12, *Professor Emeritus of Music*; BA, Central Washington University, 1965; MA, Central Washington University, 1968; DMA, University of Oregon, 1971.
- Presley, Ted W., Jr.**, 1985-04, *Assistant Professor Emeritus of Anthropology*; BSE, ACU, 1968; EdM, Rutgers University, 1971; MA, ACU, 1978.
- Pruitt, Donice H. Kelly**, 1948-55, 1974-90, *Professor Emerita of Home Economics and Family Studies*; BS, Kansas State University, 1943; MS, Kansas State University, 1951; PhD, Ohio State University, 1965; CHE, 1987.
- Rasco, Ken**, 1949-91, *Assistant Professor Emeritus of English and Registrar*; BA, ACU, 1948; MA, Northwestern University, 1949.
- Rasco, Marianna Y.**, 1965-03, *Professor and Chair Emerita of Family and Consumer Sciences*; AS, Tarleton State University, 1948; BS, ACU, 1953; MEd, ACU, 1955; PhD, Texas Tech University, 1982; CFCS, 1987; CFLE, 1987.
- Rathbun, James Ronald**, 1963-99, *Professor Emeritus of Music*; BS, Southwest Missouri State University, 1956; MME, Indiana University, 1957; DMA, University of Iowa, 1976.
- Reeves, Perry**, 1980-2012, *Professor Emeritus of Chemistry*; BS, ACU, 1965; PhD, University of Texas, Austin, 1969.
- Reid, Brad**, 1975-2010, *Professor Emeritus of Management Sciences*; BA, University of Oklahoma, 1969; JD, University of Texas, 1973.
- Reid, Sarah Johnston**, 1970-01, *Professor Emerita of Music*; BME, ACU, 1969; MM, Hardin-Simmons University, 1970; PhD, University of Texas, 1980.
- Rippe, Nicki**, 1998-11, *Professor Emerita of Exercise Science and Health*; BSE, ACU, 1968; MEd, Texas A&M University, 1969; PhD, Arizona State University, 1985.
- Robinson, John L.**, 1965-00, *Professor Emeritus of History*; BA, ACU, 1960; MA, Pepperdine University, 1961; PhD, Texas Christian University, 1970.
- Rudolph, Charles**, 1975-04, *Associate Professor Emeritus of Psychology*; BA, Harding University, 1967; MEd, Mississippi State University, 1970; PhD, Mississippi State University, 1973.
- Schulze, Paul D.**, 1970-04, *Professor Emeritus of Physics*; BS, ACU, 1963; MS, University of Nebraska, 1966; PhD, University of Nebraska, 1970.
- Shake, Roy**, 1958-00, *Associate Professor Emeritus of Biology*; BS, Eastern Illinois University, 1954; MS, University of Wisconsin, 1956.
- Sitton, Ted**, 1967-93, *Instructor Emeritus of Health, Physical Education, and Recreation*; BS, ACU, 1954.
- Small, Charles D.**, 1977-04, *Associate Professor Emeritus of Management Sciences*; BS, ACU, 1954; MS, ACU, 1975; PhD, Texas A&M University, 1978.
- Smallwood, John**, 1979-99, *Assistant Professor Emeritus of Computer Science*; BS, Texas Tech University, 1962; MA, University of Texas, 1968.
- Speck, Beatrice**, 1959-88, *Professor Emerita of History*; BA, Southwest Texas State University, 1939; MA, Southwest Texas State University, 1948; PhD, Texas Christian University, 1974.
- Speck, Henry, III**, 1980-01, *Professor Emeritus of History*; BA, University of Texas at Austin, 1960; MA, University of Texas, 1961; DPhil, Oxford University, 1965.
- Tacker, R. Dale**, 1977-04, *Professor Emeritus of Education*; BS, Northeastern State University, 1965; MA, University of Tulsa, 1969; EdD, University of Tulsa, 1974.
- Thompson, Gary**, 1967-86, 1995-99, *Professor Emeritus of Political Science*; BSE, ACU, 1960; MA, University of Arkansas, 1964; PhD, University of North Texas, 1974.
- Van Rheenen, Dwayne D.**, 1996-09, *Professor Emeritus of Communication, Provost Emeritus*; BA, Harding University, 1996; MA, University of Missouri, 1967; PhD, University of Missouri, 1975.
- Van Rheenen, Gailyn**, 1986-04, *Professor Emeritus of Missions, Graduate School of Theology and Bible, Missions and Ministry*; BA, Harding University, 1968; MS, ACU, 1974; DMiss, Trinity Evangelical Divinity School, 1990.
- Varner, Cleddy**, 1966-00, *Professor Emeritus of Exercise Science and Health*; BS, ACU, 1958; MEd, Baylor University, 1959; EdD, University of Northern Colorado, 1980.
- Varner, Patricia**, 1969-00, *Assistant Professor Emerita of Family and Consumer Sciences*; BS, ACU, 1959; MA, University of Northern Colorado, 1978.
- Walker, Bonnie**, 1964-93, *Associate Professor Emerita of Library Science*; BS, Southwest Texas State University, 1947; MLS, University of Texas, 1955.
- Wallace, David**, 1988-08, *Associate Professor Emeritus of Bible, Missions and Ministry*; BA, ACU, 1972; MA, Texas Christian University, 1976; PhD, Baylor University, 1995.
- Walton, George W.**, 1964-08, *Professor Emeritus of English*; BA, ACU, 1963; MA, University of Arkansas, 1964; PhD, Texas Tech University, 1976.
- White, Dan A.**, 1984-03, *Professor Emeritus of Education*; BSEd, East Central State College, 1961; MT, East Central State College, 1964; EdD, University of Oklahoma, 1970.
- Whiteside, Ray**, 1957-96, *Professor Emeritus of Psychology*; BS, ACU, 1953; MEd, ACU, 1957; PhD, University of Texas, 1964.
- Williams, Carol**, 1980-84, 1995-12, *Professor Emerita of Mathematics*; BA, David Lipscomb University, 1969; MA, Eastern Kentucky University, 1974; PhD, University of California-Santa Barbara, 1994.
- Williams, Kenneth B.**, 1967-92, *Professor Emeritus of Biology*; BS, ACU, 1950; MA, University of Texas, 1959; PhD, University of Arizona, 1970.
- Wray, David**, 1990-11, *Professor Emeritus of Bible, Missions and Ministry*; BS, ACU, 1967; MS, ACU, 1970; DRE, Temple Baptist Seminary, 1996.

Wright, William E., 1956-00, *Professor Emeritus of Accounting and Finance*; BS, ACU, 1951; MBA, Texas Tech University, 1952; CPA, 1954; PhD, University of Texas, 1956.

Zickefoose, Benjamin H., 1963-08, *Associate Professor Emeritus of Exercise Science and Health*; BA, ACU, 1955; MA, ACU, 1956; MS, Kansas State University, 1958.

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