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2013-2014 Catalog

Indiana Wesleyan University at a Glance

Founded:	1920
Mission Statement:	Indiana Wesleyan University is a Christ-centered academic community committed to changing the world by developing students in character, scholarship and leadership.
President:	David W. Wright, Ph.D.
Enrollment:	With almost 16,000 students, IWU has the largest student enrollment in the Council for Christian Colleges and Universities and among private institutions in the state of Indiana.
Denominational Affiliation:	The Wesleyan Church
Accreditation:	Higher Learning Commission (see accreditation (p. 13) for complete listing)
Diversity of Learning:	IWU serves a diverse student population through traditional and adult-centered on-site and online delivery methods.
Academic Units:	On July 1, 2009, Indiana Wesleyan University instituted a new structure built around the following academic units:

The College of Arts and Sciences (CAS) serves primarily undergraduate residential and commuter students on the main Marion campus. CAS is comprised of five schools, which offer more than 70 majors in a traditional semester format. CAS also houses the John Wesley Honors College, the Graduate Counseling Program and the Center for Addictions Counseling. Approximately 2,800 students are enrolled.
<http://www.indwes.edu/Academics/CAS>

The College of Adult and Professional Studies (CAPS) offers convenient adult-focused undergraduate and graduate programs at regional education centers throughout Indiana, Kentucky and Ohio, and online. Courses in the chosen program are followed in sequence with the same group of students and are delivered in intensive block rather than semester format. Students augment their cohort experience with elective courses. CAPS houses the Ed.D. with a major in Organizational Leadership. CAPS enrolls over 10,000 students.
<http://www.indwes.edu/Academics/CAPS>

The School of Nursing (SON) contains the divisions of Pre-licensure, Post-licensure, and Graduate Studies. The School of Nursing includes bachelor's- and master's-level students. Several delivery systems (traditional, adult on-site, and online) are utilized in The School of Nursing which currently

enrolls over 2,200 students.

<http://www.indwes.edu/Academics/School-of-Nursing>

The School of Health Sciences: This new principal academic unit at Indiana Wesleyan University is developing graduate programs in public health, athletic training, occupational therapy, and physical therapy. The School is committed to interprofessional teaching, scholarship, research, and clinical practice, seeking to improve health and quality of life, especially in underrepresented communities, through a Christ-centered ministry of healing.

<http://www.indwes.edu/Academics/School-of-Health-Sciences/>

Wesley Seminary at Indiana Wesleyan University is one of the university's principal academic units. With over 300 students enrolled in the Master of Divinity and Master of Arts in Ministry, the first seminary belonging to The Wesleyan Church serves ministers from nearly 40 denominations.

<http://seminary.indwes.edu>

The Graduate School provides oversight of qualifications for graduate faculty, standards for curriculum development and policies that govern graduate studies in Counseling, Business, Leadership, Nursing, Health Sciences, Education and Ministry.

<http://www.indwes.edu/Academics/The-Graduate-School>

Rankings:

IWU is consistently ranked in the top tier of Midwest Regional Universities in “Best Colleges” published by U.S. News and World Report. U.S. News and World Report also commonly reports IWU as an “A+ School for B Students” and a “Best Value School” and in 2011 listed IWU as an “Up-and-Comer” institution for having made “promising and innovative changes in the areas of academics, faculty, student life, campus, or facilities.” The Best Christian Workplaces Institute included IWU on its 2009 list of certified Best Christian Workplaces in America. In a similar survey conducted by *The Chronicle of Higher Education*, IWU was named one of America's Great Colleges to Work For.

Education and Service Centers:

IWU currently offers classes for adults at the following education centers and in other locations throughout the region. This list continues to grow as the university expands into new territories.

Indiana	Kentucky	Ohio	Illinois
Columbus	Florence	Cincinnati	Naperville*
Fort Wayne	Lexington	Cleveland (Independence)	
Greenwood	Louisville	Cleveland (Mayfield Heights)	
Indianapolis North		Columbus	
Indianapolis West		Dayton	
Kokomo			

Marion

Merrillville

Shelbyville

*Service Center

Online Courses: IWU offers a wide range of degree programs in online format.
<http://www.indwes.edu/Admissions/Online/Online-Delivery/>

Service Center: IWU began operations at its newest physical location in Naperville, Illinois, on January 2, 2013. The new Naperville Service Center has a smaller footprint than IWU's traditional education center settings and is focused initially on recruiting and servicing students for online programs.

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Communication with the University

College of Arts and Sciences

Address:

Indiana Wesleyan University
4201 South Washington Street
Marion, Indiana 46953-4974
<http://www.indwes.edu/Academics/CAS>
<http://wildcat.indwes.edu/>
(current students)

General Information: Switchboard

765-674-6901; 866-GO-TO-IWU
geninfo@indwes.edu

Administration:

Vice President and Dean, CAS
765-677-2493

College of Adult and Professional Studies

Address:

Indiana Wesleyan University
College of Adult and Professional Studies
1900 West 50th Street
Marion, Indiana 46953-9393
<http://www.indwes.edu/Academics/CAPS>
<http://myIWU.indwes.edu>
(current students)

Administration:

Vice President and Dean, CAPS
765-677-2352

School of Nursing

Address:

Indiana Wesleyan University
School of Nursing
4201 South Washington Street
Marion, Indiana 46953-4974
<http://www.indwes.edu/Academics/School-of-Nursing>
<http://myIWU.indwes.edu>
(current students)

Administration:

Dean, SON
765-677-1578

School of Health Sciences

Address:

Indiana Wesleyan University
School of Health Sciences
4201 South Washington Street
Marion, Indiana 46953-4974
<http://www.indwes.edu/Academics/School-of-Health-Sciences>
<http://myIWU.indwes.edu>
(current students)

Administration:

Dean, SHS
765-677-2035

Wesley Seminary at Indiana Wesleyan University

Address:

Indiana Wesleyan University
Wesley Seminary at Indiana Wesleyan University
4201 South Washington Street
Marion, Indiana 46953-4974
<http://seminary.indwes.edu>
<http://myIWU.indwes.edu>
(current students)

Administration:

Vice President for Wesley Seminary at Indiana Wesleyan University
765-677-2258

The Graduate School

Address:

Indiana Wesleyan University
1900 West 50th Street
Marion, Indiana 46953-9393
<http://www.indwes.edu/Academics/The-Graduate-School>
<http://myIWU.indwes.edu>
(current students)

Administration:

Dean, The Graduate School
765-677-2090

Education and Service Centers

Education Centers

INDIANA

Columbus (Indiana) Education Center

3449 Jonathan Moore Pike
Columbus, Indiana 47201

812-376-7346, 866-709-0067

Fax: 812-376-7356

<http://www.indwes.edu/Columbus-IN/>

Fort Wayne Education Center

8211 West Jefferson Boulevard
Fort Wayne, Indiana 46804

260-918-1212, 866-248-2435

Fax: 260-918-1219

<http://www.indwes.edu/Fort-Wayne/>

Greenwood Education Center

1500 Windhorst Way
Greenwood, Indiana 46143

317-859-3101

Fax: 317-859-3105

<http://www.indwes.edu/Greenwood/>

Indianapolis Education Center

3777 Priority Way South Drive
Indianapolis, Indiana 46240

317-574-3980, 800-456-5327

Fax: 317-818-4883

<http://www.indwes.edu/Indianapolis-North/>

Indianapolis Education Center West

6325 Digital Way, Suite 222
Indianapolis, Indiana 46278

317-713-6150, 800-456-5327

Fax: 317-713-1607

<http://www.indwes.edu/Indianapolis-West/>

Kokomo Education Center

1916 East Markland Avenue
Kokomo, Indiana 46901

765-868-7305, 866-728-0431

Fax: 765-452-0742

<http://www.indwes.edu/Kokomo/>

Marion Education Center

1900 West 50th Street
Marion, Indiana 46953

765-677-2652, 800-621-8667

Fax: 765-677-1411

<http://www.indwes.edu/Marion/>

Merrillville Education Center

8415 Georgia Street
Merrillville, Indiana 46410

219-769-5100

Fax: 219-769-5104

<http://www.indwes.edu/Merrillville/>

KENTUCKY

Florence Education Center

600 Meijer Drive, Suite 200
Florence, Kentucky 41042

859-372-8780

Fax: 859-372-8790

<http://www.indwes.edu/Florence/>

Lexington Education Center

2530 Sir Barton Way, Suite 200
Lexington, Kentucky 40509

859-519-3000, 866-498-4968

Fax: 859-519-3006

<http://www.indwes.edu/Lexington/>

Louisville Education Center

1500 Alliant Avenue
Louisville, Kentucky 40299

502-261-5000

Fax: 502-261-5009

<http://www.indwes.edu/Louisville/>

OHIO

Cincinnati Education Center

9286 Schulze Drive
West Chester, Ohio 45069

513-881-3600, 866-498-4968

Fax: 513-881-3607

<http://www.indwes.edu/Cincinnati/>

Cleveland Education Center

4100 Rockside Road
Independence, Ohio 44131

216-525-6160

Fax: 216-525-6169

<http://www.indwes.edu/Cleveland-Independence/>

Cleveland Education Center East

5885 Landerbrook Drive, Suite 215
Mayfield Heights, Ohio 44124

216-328-1073

Fax: 216-328-1190

<http://www.indwes.edu/Cleveland-Mayfield-Heights/>

Columbus (Ohio) Education Center

614-529-7550

3455 Mill Run Drive, Suite 200
Hilliard, Ohio 43026

Fax: 614-529-7579
<http://www.indwes.edu/Columbus-OH/>

Dayton Education Center
2912 Springboro West Road
Moraine, Ohio 45439

937-298-4401
Fax: 937-298-4406
<http://www.indwes.edu/Dayton/>

Service Centers

ILLINOIS

Naperville Service Center
1979 McDowell Road, Suite 111
Naperville, Illinois 60563

331-213-2000, 866-876-5327
Fax: 331-472-4375
<http://www.indwes.edu/>

World Changing Aims

Mission: Indiana Wesleyan University is a Christ-centered academic community committed to changing the world by developing students in character, scholarship, and leadership.

A World Changer is a servant leader who exhibits the following:

1. Knowledge

- a. Basics of the Christian Faith: A knowledge of the basic themes and truths of the Old and New Testaments and the basic beliefs of Christianity, an awareness of Bible-based morality and social responsibility, and a reasoned understanding of a Christian worldview and the meaning of salvation as expressed in evangelical Christianity.
- b. Liberal Arts Foundation: A solid grasp of the general studies that have been associated with a liberal arts education.
- c. Competency in a Discipline: Competency in at least one major discipline of the university curriculum.
- d. Integration of Knowledge: The integration of knowledge with the Christian faith and across academic disciplines.
- e. Leadership Understanding: Knowledge of the key components and dynamics essential to effective servant-minded leadership in any setting that leads to positive world changing outcomes.

2. Skills

- a. Creativity: Making connections between various bodies of information.
- b. Critical Thinking: Analyzing information in order to determine the validity of competing truth claims, and to solve problems.
- c. Communication Skills: Reading critically, writing clearly, and communicating effectively.

- d. Self-discipline: Demonstrating habits of correction or regulation of oneself for the sake of improvement.
- e. Leadership: Taking action to effect change by mobilizing others to accomplish a shared vision.

3. Dispositions (Beliefs and Attitudes)

- a. Commitment to Truth: A commitment to the search for Truth as revealed in the Bible and in God's created order.
- b. Lifelong Learning: A commitment to discovering and processing information in preparation for a life of learning.
- c. Human Worth: The belief that God created all life and therefore all people have worth.
- d. Inclusion: The willingness to interact with persons of different perspectives and cultures without surrendering a commitment to truth.
- e. Stewardship: The belief that the created order is a trust from God and a commitment to the wise use of all the resources of life.
- f. Life Calling: The confidence of an overriding purpose for one's life based on a relationship to God, an understanding of self, and a personal response to the needs of the world.
- g. Agents of Change: A commitment to change the world for Christ.
- h. Servanthood: A commitment to meet the needs of others before one's own self interests.

Strategic Profile

Core Values

The primary value for Indiana Wesleyan University is Christlikeness. The challenge to follow Christ compels us to pursue a personal and professional lifestyle of

- 1. Commitment.
- 2. Learning.
- 3. Serving.
- 4. Stewardship.

Mission

Indiana Wesleyan University is a Christ-centered academic community committed to changing the world by developing students in character, scholarship and leadership.

Vision for Indiana Wesleyan University

Indiana Wesleyan University will prepare each student to become a world changer. We will accomplish this by drawing students into an integrated experience of intellectual challenge, spiritual growth and leadership development. Thus we will

- 1. Call students to Christian character.
- 2. Expect academic excellence.
- 3. Equip them for success in their vocations.
- 4. Mentor them in leadership.
- 5. Prepare them for service.

Over the next five to ten years, this vision will be operationalized through transformational strategies so that it becomes

- 1. A powerful message to our students.
- 2. A way of building positive student self-image and Christian character.
- 3. The basis for integrating faith with learning and living.
- 4. An integrated theme in all our programs.
- 5. The focal point for a student-centered campus experience that integrates spiritual, educational, and leadership development.

6. The lens we use for faculty recruitment and development.
7. A new way of thinking about who our distinguished alumni are.
8. A basis for rethinking how we relate to our alumni.

Statement of Faith

We believe... in God the Father, the Son and the Holy Spirit.

We believe... that Jesus Christ, the Son, suffered in our place on the cross, that He died but rose again and that He now sits at the Father's right hand until He returns to judge all men at the last day.

We believe... in the Holy Scriptures as the inspired and inerrant Word of God.

We believe... that by the grace of God, every person has the ability and responsibility to choose between right and wrong, and that those who repent of their sin and believe in the Lord Jesus Christ are justified by faith.

We believe... that God not only counts believers as righteous, but that He makes them righteous; freeing them of sin's dominion at conversion, purifying their hearts by faith and perfecting them in love at entire sanctification, and providing for their growth in grace at every stage of their spiritual life, enabling them through the presence and power of the Holy Spirit to live a victorious life.

Accreditation

Indiana Wesleyan University is accredited by the ...

1. Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA); 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604; phone: 312-263-0456 and 1-800-621-7440; <http://www.ncahlc.org/>.

In addition, specific programs are accredited by the ...

1. Council for the Accreditation of Educator Preparation (CAEP), formerly National Council for Accreditation of Teacher Education (NCATE); 2010 Massachusetts Ave. NW, Suite 500, Washington, DC 20036; phone: 202-466-7496; <http://www.ncate.org/>. (Teacher Education)
2. Commission on Collegiate Nursing Education (CCNE); One Dupont Circle NW, Suite 530, Washington, DC 20036; phone: 202-887-6791; <http://www.aacn.nche.edu/ccne-accreditation>. (Nursing)
3. Council for Accreditation of Counseling and Related Educational Programs (CACREP); 1001 North Fairfax Street, Suite 510, Alexandria, VA 22314; phone: 703-535-5990; <http://www.cacrep.org/>. (Graduate Counseling: Community Counseling; Marital, Couple and Family Counseling/Therapy; School Counseling)
4. Council on Social Work Education (CSWE); 1701 Duke Street, Suite 200, Alexandria, VA 22314; phone: 703-683-8080; <http://www.cswe.org/>. (Social Work)
5. Commission on Accreditation of Athletic Training Education (CAATE); 2201 Double Creek Drive, Suite 5006, Round Rock, TX 78664; phone: 512-733-9700; <http://www.caate.net/>. (Athletic Training)
6. National Association of Schools of Music (NASM); 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190-5248; phone: 703-437-0700; <http://nasm.arts-accredit.org/>. (Music)
7. Commission on Accreditation of Allied Health Education Programs (CAAHEP); 1361 Park Street, Clearwater, FL 33756; phone: 727-210-2350; <http://www.caahep.org/>. (Exercise Science)
8. Association of Theological Schools in the United States and Canada (ATS); Candidate Status; 10 Summit Park Drive, Pittsburgh, PA 15275-1110; phone: 412-788-6505; <http://www.ats.edu/>. (Seminary programs)

The university has approvals from the Indiana Department of Education, Indiana State Board of Nursing, Kentucky Council on Postsecondary Education and Ohio Board of Regents. The university has approvals or exemptions from all states from which it enrolls online students.

Nondiscrimination in University Programs

Indiana Wesleyan University (IWU) is committed to equal opportunity in employment and education. Indiana Wesleyan admits students and employs individuals of any race, sex, color, disability or national or ethnic origin. These have access to all the rights, privileges, programs and activities generally made available to students or employees at the university. IWU does not discriminate on the basis of race, sex, color, national or ethnic origin, disability, age or marital status in the administration of its educational policies, scholarship and loan programs, and athletic and other administered programs. Inquiries or complaints should be addressed on the appropriate form to the Office of the Provost, Indiana Wesleyan University.

Academic Freedom

Students and faculty of the academic community that forms Indiana Wesleyan University are encouraged both to explore and discuss ideas freely and fully and also to be fully responsible to the university mission, seeking to integrate all aspects of a Christian worldview under the Lordship of Jesus Christ. Faith mandates and illuminates learning; learning clarifies and expands faith.

Right Reserved to Change

The right is reserved to change any of the rules and regulations of the university at any time, including those relating to admission, instruction, and graduation. The right to withdraw curricula and specific courses, alter course content, change the calendar, and impose or increase fees is similarly reserved. All such changes are effective at such times as the proper authorities determine and may apply not only to prospective students but also to those already enrolled in the university.

Disability Services

IWU is committed to providing equal access to students with disabilities. Further information related to specific processes for seeking assistance and services can be located in the student's area of study (College of Arts and Sciences, College of Adult and Professional Studies, School of Nursing, or Wesley Seminary at Indiana Wesleyan University).

Students who believe that they have experienced discrimination on the basis of a disability can seek resolution by following the steps as outlined in the Grievance and Appeal Policy (Non-academic).

Records, Rights and Privacy

The university complies with the Family Educational Rights and Privacy Act of 1974 and as it appears in final form in June 1976, with subsequent amendments. This law protects the rights of students to review their own records and to challenge any of the content of the record. Students may request access to their records from the following offices:

1. Permanent grade records (transcripts) for all students are kept in the Marion Campus Registrar's Office.
2. Records are maintained by the Registrar's Office, the Office of Student Services, the Accounting Offices, and the Offices of Financial Aid.

The law also protects students from the unlawful disclosure of information about their academic performance, personal campus discipline, or financial status.

The law allows the disclosure of five classes of "directory information" as follows:

1. Name, address, telephone number, dates of attendance, and class.
2. Previous institution(s) attended, major field of study, awards, honors, degree(s) conferred, including dates.
3. Past and present participation in officially recognized sports and activities, physical factors (height and weight) of athletes, date and place of birth.
4. Schedule of classes.
5. Photograph.

A student may request in writing that one or all of the five categories of directory information be restricted from publication. In no case will grade, discipline, or financial information be disclosed except in keeping with the law.

Requests are filed with either the Registrar's Office or the Office of Student Services.

Safety Policies and Campus Crime Statistics

IWU Safety Policies can be accessed at <http://www.indwes.edu/safety> and includes crime statistics on certain reportable crimes, as well as policies concerning alcohol and drug use, crime reporting and prevention, sexual assault and other related matters. Anyone wishing a paper copy of the policies may contact the Office of Institutional Research at 765-677-1566.

Drug Abuse Prevention

Drug abuse in the United States has become a major problem, and students at Indiana Wesleyan University are not immune. If you need assistance with a drug abuse problem, we encourage you to seek help at your local community drug abuse prevention center. To talk to someone in a strictly confidential atmosphere, please feel free to contact The Center for Student Success (800-332-6901) at our Marion campus. All conversations are private and will not affect your attendance at the university.

If you would like to talk to someone outside Indiana Wesleyan University, please feel free to call one of the following numbers, or a hospital or treatment center in your area:

1. The National Cocaine Hotline, 800-COCAINE, 800-262-2463.
2. National Institute on Drug Abuse, 5600 Fishers Lane, Room 10A-30, Rockville, MD 20857, 800-662-HELP, 800-662-4357.

Alcohol, Illegal Drugs and Firearms

Alcoholic beverages, illegal drugs, and firearms are not permitted on Indiana Wesleyan University premises, including rented classrooms and any building or parts of buildings owned or operated by Indiana Wesleyan University. Refusal to comply may result in dismissal from the university.

Tobacco Usage Prohibited

Students are to refrain from using tobacco products in all Indiana Wesleyan University classrooms, including rented classrooms and any building or parts of buildings owned or operated by Indiana Wesleyan University. Refusal to comply may result in dismissal from the university.

Technology - Acceptable Use Policy

Indiana Wesleyan University (IWU) provides technology systems for the purposes of educating university students, promoting academic research, communicating with university constituents, and administering the daily business of IWU. It is the desire of IWU that technology systems provided by the university be used in a manner that reflects the goals and mission of Indiana Wesleyan. These policies have been established to promote an environment that is safe and secure for all constituents and encourage students to act in a professional and responsible manner.

Technology Equipment:

Technology equipment provided by the university is the property of IWU, and as such IWU retains the right to remove, reallocate, or change equipment at its discretion. No information residing on any computer hardware owned by IWU should be considered private and therefore is subject to review by university staff.

Reporting abuses of technology equipment is expected as it assists the university in providing functional equipment and services to the IWU community.

Computer and Network Access:

Students shall not access files or retrieve any digitally stored information unless authorized to do so. Students shall not attempt to gain access to any entity via electronic means without authorization. Examples of activities that are inappropriate include; attempting to gain unauthorized access to computers or networks owned and or operated by another person or group; and use of an account on a shared computer or network other than the one assigned to the user.

Internet Usage:

Inappropriate use of the Internet to access sites such as pornography, gambling, illegal downloads of content, and hate speech is outside of legitimate academic research and is therefore prohibited. IWU monitors and filters all internet activity conducted on university equipment and systems and will, at its discretion, use evidence gathered for disciplinary actions if necessary.

Email:

1. Email account creation / account termination

- Email accounts are created when a student enrolls for classes at IWU. The accounts are maintained while the student is actively taking classes.
- Accounts will be terminated for inappropriate use, after graduation, or termination of their enrollment.

2. Accessing email

- Email access is achieved via a university supported Web browser. These include MS Explorer, Firefox, and Safari.
- Only users for which an email account has been created are approved to use the Indiana Wesleyan University email system.
- Students are required to protect their user name and password and NEVER share this confidential information.
- Students should never allow someone else to use their email account for sending or receiving email unless under direct supervision of them. By granting access, the student assumes responsibility of any and all activities of the guest user.

3. Proper and Ethical Use of Email

- The email system exists to enhance the communication abilities of the Indiana Wesleyan University community. It should be used for purposes that enhance communication and reflect our desire to be Christ-like.
- Appropriate Content
 - At any time and without prior notice, Indiana Wesleyan University administration reserves the right to examine email, personal file directories and other information stored on Indiana Wesleyan University computers. This examination helps to ensure compliance with internal policies, supports the performance of internal investigations and assists with the management of Indiana Wesleyan University information systems. As such, the Vice President for Information Technology or any of his/her assigned representatives may monitor the content of email. Use of the email system constitutes acceptance of such monitoring.
 - This policy should be read and interpreted in conjunction with all other Indiana Wesleyan University policies including but not limited to policies prohibiting harassment, discrimination, offensive conduct or inappropriate behavior. Students are expressly prohibited from using email for any unethical purposes, including but not limited to pornography, violence, gambling, racism, harassment or any illegal activity. Further, transmitting any message that may be perceived as containing derogatory, obscene, profane, lewd, harassing or inflammatory images or remarks about an individual or group's race, color religion, national origin, age, disability, gender or other protected class status is strictly prohibited, and is subject to corrective action.
 - Indiana Wesleyan University reserves the right to use email filtering/spam blocking technologies in an effort to minimize unsolicited bulk email. As a result, there may be instances where legitimate email may be inadvertently blocked or quarantined. In such cases, the office of Information Technology will make every effort to correct those situations.

4. Email messages cannot be considered private and may be monitored by university personnel. Such messages may be subject to disclosure to outside third parties, including the court system and law enforcement agencies, under certain circumstances. Please be aware that email messages are not encrypted and can be viewed by anyone with the intention, ability, and equipment to do so.

Copyright:

Students are responsible to comply with copyright laws and applicable licenses that apply to software, files, documents, messages and other material they wish to download or copy. Proprietary materials belonging to entities other than the student should not be transmitted on the university's email system or via the university's Internet connection. All students obtaining access to any material prepared or created by another company or individual must respect any attached copyrights and may not copy, retrieve, modify or forward such copyrighted materials, except with written permission of the lawful owner. Students receiving electronic files via the Indiana Wesleyan University's email system or Internet connection should ensure the sender is the lawful owner or has obtained the necessary license.

Use of Indiana Wesleyan University Identity:

The Indiana Wesleyan University name, seal, logo, telephone numbers or address are reserved for official university business and may not be used for any other purpose including electronically (fax, Internet, etc.) in advertising or for non-university sponsored events without explicit written permission.

Exclusive Property:

All equipment, services and technologies provided to students as part of Indiana Wesleyan University's computer system constitute the exclusive property of Indiana Wesleyan University. Similarly, all information composed, transmitted, received or stored via the IWU computer system is also considered the property of Indiana Wesleyan University. As such, all stored information is subject to disclosure to management, law enforcement and other third parties, with or without notice to the student.

Policy Remedies:

Individuals found to be in violation of any part of the policy will be subject to disciplinary action up to and including dismissal from the university. Any known or suspected violations of this or any other university policy should be reported immediately to the office of the Vice President for Student Development and the Vice President for Information Technology.

Responsible Conduct of Research

Indiana Wesleyan University is committed to the highest level of integrity and ethical behavior in the development, implementation, collection, evaluation, and dissemination of information related to research. IWU is also committed to the avoidance of research misconduct. The University follows the codes established by the Office of Research Integrity (ORI), and the Office of Human Research Protections (OHRP), and provides education to students, personnel, and research affiliates on the codes and practices of RCR and on the consequences of misconduct as per appropriate principal academic unit policies.

Non-Academic Appeal

A student may seek recourse from any university nonacademic program or employment-related dispute, alleged discrimination on the basis of race, national origin, color, sex, disability, or age, including alleged violation of Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments Acts of 1972, Section 504 of the Rehabilitation Act of 1973, or other state or federal legislation. Students in programs within the College of Arts and Sciences may use the link below to review appropriate steps toward filing a non-academic appeal. All other students should contact their appropriate school for further assistance.

Honesty, Cheating, Plagiarism, and Forgery

Academic dishonesty is inconsistent with scholarship and the pursuit of knowledge and Christian character. Thus, Indiana Wesleyan University expects students to be honest in all academic work.

Coursework

Students are expected to exhibit honesty in the classroom, in homework and on quizzes and tests. Each instructor should define what constitutes honest work in a specific course. Any deviation from ordinary standards, such as the permitted use of notes for an examination or an "open book" test, should be stated clearly by the instructor.

Cheating is defined as the use or attempted use of unauthorized materials or receiving unauthorized assistance or communication during any academic exercise. Examples of cheating include:

1. Submitting work for academic evaluation that is not the student's own.
2. Copying answers from another student during an examination.
3. Using prepared notes or materials during an examination.
4. Permitting another student to copy one's work.
5. Plagiarism.
6. Falsification.
7. Other misrepresentations of academic achievement submitted for evaluation or a grade.

8. The submission of papers or other work that one has submitted in a previous class or classes without appropriate citation and/or permission of the instructor.

Plagiarism is defined as "the false assumption of authorship; the wrongful act of taking the product of another person's mind and presenting it as one's own" (A. Lindey, 2006, *Plagiarism and Originality*). *The Prentice Hall Reference Guide* (2006) indicates, "To plagiarize is to include someone else's writing, information, or idea in a paper and fail to acknowledge what you took by indicating whose work it is" (p. 292). In other words, it is not giving credit where credit is due. Plagiarism is both a moral and ethical offense and sometimes a legal one.

Examples of plagiarism include:

1. Copying another person's actual words without the use of quotation marks, source citation, or footnotes.
2. Presenting another person's ideas or theories in your own words without citing the source.
3. Failing to acknowledge contribution and collaboration from others.
4. Using information that is not common knowledge without citing the source.
5. Submitting downloaded papers or parts of papers, "cutting and pasting," or paraphrasing or copying information from Internet sources without proper acknowledgment of a source.

Sanctions

It is the responsibility of each student to be aware of policies regulating academic conduct including definitions of academic dishonesty, the possible sanctions, and the appeals process.

Any undergraduate student apprehended and charged with cheating, including plagiarism, during his or her college matriculation, shall receive the following discipline:

1. First incident of cheating: no credit (i.e., no points given) in paper, assignment, or exam.
2. Second incident of cheating: failure in the course involved.
3. Third incident of cheating: dismissal from the university.

In addition to the above, a graduate student is expected to understand clearly the nature of cheating and is subject to dismissal from the university for any egregious act of academic dishonesty or cheating, without the need to follow the steps listed above. Incidents of cheating and/or plagiarism will be investigated and judged by the appropriate academic leader.

Because the matter of cheating cumulatively leads to dismissal, faculty are required to report each case to the appropriate university administrators who in turn reports the case to the academic leader of the specific college/school. Unquestionable evidence must be in hand before any action will be taken to confront and accuse a student of cheating.

A student who is not satisfied with the disciplinary action may follow the grievance and appeal policies of the appropriate academic unit.

Falsification of Academic Records or University Documents: Falsification of academic records or documents includes but is not limited to altering any documents affecting academic records; forging signatures; or falsifying information of an official document such as a grade report, ID card, financial receipt, or any other official university letter or communication. This includes information downloaded (printed) from student information available via Web (online) services.

Unauthorized Access to Computerized Academic or Administrative Records or Systems: Unauthorized access to computerized academic or administrative records or systems means viewing or altering the university's computer records without authorization; copying or modifying the university's computer programs or systems without authorization; releasing or dispensing information gained through unauthorized access; or interfering with the use or availability of computer systems information.

Students who are found to have falsified university documents or participated in unauthorized access to computerized academic or administrative records or systems are subject to dismissal from the university for a single incident. The university may consider legal action for any individual found to have participated in these actions.

Transcripts

The student's official transcript is prepared by the Indiana Wesleyan University Registrar's Office and will show the course, grade, credit and dates of instruction for each course. Requests for transcripts of coursework at Indiana Wesleyan University

must conform to the Privacy Act of 1974, which requires that all transcript requests be submitted in writing and signed by the student, for protection of the student's confidentiality. A transcript is official only when it bears the university seal.

It is university policy not to release a transcript if the student has any financial holds on their record or if he or she is delinquent on any loan received through Indiana Wesleyan University. A \$3 fee is charged for each transcript and must be enclosed, along with a complete address to which the transcript is to be mailed. Please provide a current address if request is to be sent to student's home. Students requesting a transcript should write to the Indiana Wesleyan University Registrar's Office, 4201 South Washington Street, Marion, IN 46953. For more information, call 1-765-677-2966 or see <http://www.indwes.edu/Academics/Registrar/Transcript>.

Academic Terms - CAS and Pre-licensure Nursing

The regular academic year consists of a fall semester and a spring semester. Fall and spring semesters consist of 13 weeks of schedule classes and a two hour comprehensive final exam. As a general rule, a credit hour includes a minimum of 42 hours of coursework with 1/3 being classroom or equivalent instruction and 2/3 being outside course engagement. On average a three credit hour course requires a minimum of 126 hours of work. An equivalent amount of work is required for non-classroom credits. An undergraduate student is classified as full time when enrolled for 12-16 credit hours in a semester. Graduate students are classified as full time when enrolled for 9 credit hours in a semester. Students may complete the 124 semester credits required for a baccalaureate degree with four semesters of 15 credits and four semesters of 16 credits.

Undergraduate students who wish to register for more than 16 credit hours must meet the following criteria:

- To enroll for 17 credit hours, the student must have a 2.75 GPA.
- To enroll for 18 credit hours, the student must have a 3.0 GPA.
- To enroll for 19 hours, the student must have a 3.5 GPA.

Special sessions include:

- May Term (MA) - three weeks. May term courses are offered at discounted rates in an approximately three-week period immediately following the spring graduation. Most May courses are three credits but a maximum of four credits may be earned. Two credit hours in May is considered full time. A maximum of four credits may be earned.
- Summer Session 1 (S1) - five weeks. Three semester hours of credit is considered full time. A maximum of four credits may be earned.
- Summer Session 2 (S2) - five weeks. Three semester hours of credit is considered full time. A maximum of four credits may be earned.
- Summer1Term (S1T) - 13 weeks. Six semester hours is considered full time. A maximum of twelve credits may be earned.

Students may earn a maximum total of sixteen CAS credits during the summer terms (May, S1, S2 and S1T).

Academic Terms - CAPS, Post-licensure and Graduate Nursing, Seminary

Non-residential courses are offered under the semester credit hour system through a nontraditional academic calendar. Each program consists of core courses that follow a recommended calendar, one course at a time. Most students are assigned to cohort groups and are pursuing programs that continue year-round, until the program requirements have been completed.

Enrollment Limitations

Students may only be active in one IWU college due to financial and academic credit implications and may not switch back and forth between the term and non-term programs. **IWU students enrolled in IWU colleges other than the College of Arts and Sciences may not enroll in classes in the College of Arts and Sciences.** Students in the College of Arts and Sciences can take designated classes in the College of Adult and Professional Studies elective offerings in the summer ONLY if the class begins after the first day of May term and has an end date of the last day of Summer 2 and if the course has been approved for CAS credit. Students who plan to change from programs and degrees in one college to programs and degrees in the other should carefully examine the ability to apply courses from one program to the other. Please visit the Registrar's Office for more information.

College of Arts and Sciences

Welcome to the College of Arts and Sciences. We invite you to join us as we explore the enduring questions that people have asked across time. For us, these questions begin with “Who is God calling you to be?” As you discern the answer to this question, we encourage you to discover what you are called to do, what you need to learn to live out your calling, and how you can engage the world in a way that glorifies God and promotes justice, righteousness and mercy. To pursue answers to these questions and discover your life calling, we encourage you to investigate our academic programs (p. 70), connect with our faculty members, explore how our community can nourish your Christian commitment, and learn how opportunities for leadership and service are waiting for you at IWU.

Communication with the College of Arts and Sciences and Pre-licensure Nursing

Address:	4201 South Washington Street Marion, Indiana 46953-4974
General Information:	Switchboard: 765-674-6901; 866-GO-TO-IWU; geninfo@indwes.edu
Administration:	CAS - Academic Affairs: 765-677-2493 SON - Academic Affairs: 765-677-1578
Admissions:	Undergraduate: 866-GO-TO-IWU; 765-677-2138; admissions@indwes.edu Graduate Counseling: 866-IWU-4-YOU; graduate@indwes.edu
Student Account Services, CAS:	Billing: 765-677-2122 Cashier: 765-677-2411 Student Account Services, CAS: howtopay@indwes.edu
Center for Life Calling and Leadership:	765-677-2520; Career Guidance: clcl@indwes.edu
Financial Aid:	765-677-2116; Scholarships and Financial Assistance: finaid@indwes.edu
Residential Academic Services:	765-677-2131; Registration, Course Information: ResAcadServ@indwes.edu
Registrar's Office:	765-677-2131; Transcripts and Academic Information: registrar@indwes.edu
Student Development:	765-677-2201; Housing, Student Organizations and Activities: studev@indwes.edu
The Center for Student Success: Student Support Services	765-677-2257; Counseling, Disability Services, Tutoring: center4success@indwes.edu

School of Nursing:

765-677-2812

Pre-licensure Nursing - contact information

School of Health Sciences:

765-677-2035

School of Health Sciences - contact information (p. 403)

Instructional Facilities

Indiana Wesleyan has up-to-date classrooms, well-equipped laboratories, and studio spaces for academic use. The following buildings serve as academic resources:

John Wesley Administration Building

The John Wesley Administration Building, which opened in 1894, is the only building that remains from the original campus. A major renovation of the building was completed in 2003. The building houses offices for the president and the university Advancement Department, along with a meeting room for the university's Board of Trustees.

APS Educational Centers

The College of Adult and Professional Studies has educational centers in Marion, Fort Wayne, Kokomo, Columbus, Indianapolis, Merrillville, and Greenwood, Indiana; Florence, Lexington, and Louisville, Kentucky; and Cincinnati, Cleveland, Columbus, and Dayton, Ohio. See Education and Service Centers (p. 9) for detailed listing.

Beard Arts Center (BAC)

This classroom building, named after Lee and Edna Beard, has the Division of Art, art studios and shops, art galleries, and four classrooms.

Botany Glen

This tract of land is designated a nature preserve where biology and botany classes can explore creation in a living laboratory. Home to a low and high ropes course, Botany Glen is an experiential learning classroom and training center for the IWU community and constituents.

Burns Hall of Science and Nursing (BHSN)

This facility includes classrooms, science and nursing laboratories, Porter Auditorium, Academic Computer Center, departmental offices for the Divisions of Natural Sciences and Mathematics and Nursing.

Center Hall (CS)

This classroom building provides additional space for math, computer and art courses.

College Wesleyan Church (CWC)

College Wesleyan Church is an independent but cooperating agency with the university. Occasionally classrooms are scheduled in this facility located on the main campus.

Elder Hall (ELDR)

This building houses the Division of Behavioral Sciences, the Division of Modern Language and Literature, and the Division of Communication and Theatre, including audio and video studios and WIWU-FM and WIWU-TV 51.

Goodman Hall (GMN)

This classroom building houses 5 classrooms and divisional offices for the Division of Education.

Indiana Wesleyan University Canadian Campus

A 100-acre outdoor classroom on St. Joseph Island is located 40 miles east of Sault St. Marie, Ontario. The grounds include a modern log lodge with dining facilities and insulated log cabins for accommodations.

Jackson Library (JLB)

This state-of-the-art, 79,000-square-foot library is named after alumnus and benefactor Dr. Lewis A. Jackson. Dr. Jackson, a 1939 Indiana Wesleyan University (then Marion College) graduate, trained the "Tuskegee Airmen" during WWII, became a university president in 1970, and was a life-long entrepreneur. This uniquely designed library contains leading-edge technology. Student Internet connections are located conveniently throughout the library. Over 20 miles of voice and data cable were laid in the floors and walls, connecting its 700 outlets to IWU's information network.

Maxwell Center for Business and Leadership (MAX)

The Maxwell Center is a spacious, state-of-the-art facility that meets a variety of needs. The 63,000-square-foot building contains six classrooms. It houses the Admissions Office, Human Resources, Print Shop, the university Information Technology Department, and offices for the Division of Social Science, as well as the Division of Business for CAS students.

Noggle Christian Ministries Center (NCMC)

This classroom and faculty office building is the home office for the School of Theology and Ministry.

Outdoor Athletic Complex

The Outdoor Athletic Complex serves athletic and intramural competition. It includes an indoor sports complex, track, two baseball fields, two softball fields, and three soccer fields. The main venues are lighted. Complementing the outdoor complex is a concession/public use facility. This building also serves as an athletic training facility and officials' changing room.

Phillippe Performing Arts Center (PPAC)

This building houses the Tom and Joan Phillippe Chapel-Auditorium, the RCA Theater, the Joan Phillippe Music Building, and the Herman Baker Recital Hall. The music wing includes teaching studios, practice rooms, a piano laboratory, and three classrooms.

Recreation and Wellness Center (RWC)

The 120,000-square-foot indoor facility includes the Robert R. Luckey Gymnasium, a natatorium, racquetball courts, recreation activity center, weight room, fitness room, elevated track, locker facilities, classrooms, a lab area, office area, and a state-of-the-art athletic training facility.

Science and Nursing Building

The Science and Nursing building will open in 2014 and will house administrative and faculty offices, classrooms and labs for the School of Nursing, the School of the Physical and Applied Sciences, and the School of Health Sciences. This 11,250 square-foot, five-story facility connects to the current Burns Hall of Science and Nursing via a three-story atrium.

Wesley Seminary at IWU

The facility's international design and furnishings reflect its theme, "The World is my Parish" (John Wesley), and the facility tells the story of the Seminary's values. It includes four classrooms of various sizes, office areas, a prayer room and a common gathering space. Its ellipse shape embraces an outdoor amphitheater.

Adult and Graduate Studies Administrative Building (AGS)

Located at the intersection of 50th Street and State Road 37, this building houses administrative offices for the College of Adult and Professional Studies and the graduate schools and programs in Nursing, Counseling and Ministry. In addition, there are four classrooms and a counseling clinic.

Academic Calendar - CAS and Pre-licensure Nursing

Academic Year 2013-2014

Final Registration for Fall Semester	August 29
Fall Semester Classes Begin	September 2
Last Day to Add a Class for Fall Semester	September 6
Last Day to Drop a Class for Fall Semester	September 13
Fall Break	October 18
Last Day to Withdraw from a Class for Fall Semester	November 8
Thanksgiving Recess	November 27-29
Final Examinations*	December 9-11
Commencement	December 14
New Student Registration - Spring Semester	January 4

Spring Semester Classes Begin	January 6
Last Day to Add a Class for Spring Semester	January 10
Last Day to Drop a Class for Spring Semester	January 17
Spring Break	March 3-7
Last Day to Withdraw from a Class for Spring Semester	March 21
Easter Recess (Final exams resume at 8 a.m. on the 22nd)	April 18-21
Final Examinations*	April 17, 22-23
Baccalaureate	April 25
Commencement	April 26
May Term	April 30-May 20
Summer 1 Term	April 30-August 1
Last Day to Add or Drop a Class for May Term	May 1
Last Day to Add a Class for Summer 1 Term	May 7
Last Day to Withdraw from a Class for May Term	May 14
Last Day to Drop a Class for Summer 1 Term	May 14
Summer Session I	May 27-June 27
Last Day to Add or Drop a Class for Summer Session I	May 28
Last Day to Withdraw from a Class for Summer Session I	June 18
Summer Session II	June 30-August 1
Last Day to Add or Drop a Class for Summer Session II	July 1
Last Day to Withdraw from a Class for Summer 1 Term	July 7
Last Day to Withdraw from a Class for Summer Session II	July 23
Commencement	August 9
Academic Year 2014-2015	
Final Registration for Fall Semester	August 28
Fall Semester Classes Begin	September 1
Last Day to Add a Class for Fall Semester	September 5
Last Day to Drop a Class for Fall Semester	September 12
Fall Break	October 17
Last Day to Withdraw from a Class for Fall Semester	November 7
Thanksgiving Recess	November 26-28
Final Examinations*	December 8-10
Commencement	December 13
New Student Registration - Spring Semester	January 3
Spring Semester Classes Begin	January 5
Last Day to Add a Class for Spring Semester	January 9

Last Day to Drop a Class for Spring Semester	January 16
Spring Break	March 2-6
Last Day to Withdraw from a Class for Spring Semester	March 20
Easter Recess (Classes resume at 6 p.m. on Monday the 6th)	April 3-6
Final Examinations*	April 20-22
Baccalaureate	April 24
Commencement	April 25
May Term	April 29-May 19
Summer 1 Term	April 29-July 31
Last Day to Add or Drop a Class for May Term	April 30
Last Day to Add a Class for Summer 1 Term	May 6
Last Day to Withdraw from a Class for May Term	May 13
Last Day to Drop a Class for Summer 1 Term	May 13
Summer Session I	May 26-June 26
Last Day to Add or Drop a Class for Summer Session I	May 27
Last Day to Withdraw from a Class for Summer Session I	June 17
Summer Session II	June 29-July 31
Last Day to Add or Drop a Class for Summer Session II	June 30
Last Day to Withdraw from a Class for Summer 1 Term	July 6
Last Day to Withdraw from a Class for Summer Session II	July 22
Commencement	August 8

Cancellation of Classes: Announcements are made over radio stations WBAT-1400 AM, WCJC-99.3 FM, WGOM-860 AM, WMRI-106.9 FM, and WWKI-100.5 FM - Kokomo.

***NOTE:** Students may not miss classes or examinations to leave early for vacation.

Policies and General Information - College of Arts and Sciences and Pre-licensure Nursing

Students pursuing majors in the College of Arts and Sciences or in Pre-licensure Nursing are subject to all the policies and procedures as defined in this portion of the catalog. Additionally, students enrolled in the College of Arts and Sciences or the School of Nursing Pre-licensure Nursing program may have additional requirements and policies governed by those areas. Students should have conversations with the administration in those areas for further direction.

Admission

Indiana Wesleyan University welcomes applications for admission from any academically qualified person whose motivation is in keeping with the university's purposes. Admission is based on the careful review of all credentials presented by an applicant, and in no case is admission denied due to race, color, national origin, disability, religion, or sex.

Address all application information for undergraduate programs to Indiana Wesleyan University, Admissions Office, 4201 South Washington Street, Marion, Indiana 46953. Call 1-866-468-6498, ext. 6507, or 765-677-2138. Email address: admissions@indwes.edu; Internet: <http://www.indwes.edu>.

Undergraduate students are admitted to the university in one of the following categories:

Distinction – Based on high school grade-point average, SAT/ACT scores or college GPA. Students admitted in this category are eligible for academic scholarships.

Regular – Standard admission with no restrictions.

Conditional – Students whose GPA and/or national test scores are below the required levels. Students in this category may be required to take preparatory courses in reading, study skills, and writing.

Provisional – First-year and transfer students who have a previous college GPA below 2.0 on a 4.0 scale. Students admitted in this category will be restricted from extracurricular activities and limited to 13 credits in a semester. Some provisional students will be required to take preparatory courses in reading, study skills, and writing.

Unclassified – Students who are taking no more than two courses and are not admitted to a program of study. Students in this category may register for up to six hours per semester. A maximum of 18 credit hours may be taken under this status. This status does not constitute admission to a university program.

Prospective students are welcome to visit the campus. Appointments for interviews with an admissions counselor and/or a professor in a student's field of interest are encouraged. Overnight lodging for students is available on campus and may be reserved in advance through the Admissions Office. Call toll-free 1-866-468-6498, ext. 6507, or direct to the Admissions Office at 765-677-6507; Email address: admissions@indwes.edu. Internet: <http://www.indwes.edu>.

Prospective students applying to Graduate Counseling programs or School of Health Sciences programs should address all application information to Indiana Wesleyan University, Adult Enrollment Services, 1900 West 50th Street, Marion, IN 46953 or call 1-800-468-6498, ext. 2860, or 765-677-2860.

First Year Admission

Interested students are encouraged to apply for admission at the close of their junior year in high school. Applications are accepted throughout the senior year of high school, but should be submitted before March 1 for full consideration. Applications after March 1 will be considered as space is available. The completed application, high school transcript, test scores including an essay (SAT or ACT), recommendation, community values contract and personal essay are necessary for an admission decision. A tuition deposit is required before registration and is fully refundable until May 1.

An admission decision may be made at the end of the student's high school junior year if an official high school transcript has been provided. In this event a full four-year record and certification of graduation will be required before the student begins classes at IWU.

Viable candidates for admission should have a minimum of each of the following: 8 credits in language arts (equivalent to 4 years); 6-8 credits in mathematics (equivalent to 3-4 years); 6 credits in science (equivalent to 3 years); 6 credits in social studies (equivalent to 3 years); 4 credits in foreign language (equivalent to 2 years); 2 credits in health, physical education, safety (equivalent to 1 year); and 4-6 credits from other courses offered (equivalent to 2-3 years). Regular admission requires that applicants have at least a 2.6 cumulative high school GPA on a 4.0 scale and an 880 SAT (Math and Critical Reading) or 18 ACT score. Applicants who do not meet the requirements for regular admission may request special consideration.

Applicants may make arrangements at their local high school counseling office to take the SAT or ACT in the junior year or as early as possible in the senior year. Applicants who are unable to present SAT or ACT scores can make special arrangements with The Center for Student Success at the IWU campus to be tested.

Individuals not receiving a high school diploma must take the General Education Development Exam (GED) and achieve satisfactory scores to be considered for admission.

Transfer Student Admission

Students who have attended other colleges or universities may be admitted at advanced levels depending on the amount of credit transferable from the other institutions. Transcripts of all college work must be submitted with other admission credentials at the time of application to the Indiana Wesleyan University Admissions Office. All transcripts must be sent directly from the office of the registrar at the college or university attended. Students are also required to have a form (Transfer Information Form) completed from the last institution attended verifying that the student left the college in good academic and social standing. *All undergraduate students must complete their last 30 credit hours before graduation at IWU.*

International Student Admission

Indiana Wesleyan University is authorized under federal law to enroll nonimmigrant alien students. It is recommended that interested students contact the Admissions Office as early as possible (preferably one year in advance) as there are usually delays in preparing visas, passports, and transcripts. All application forms, documents, test scores, and payments must be received by July 1 of the year of intended study.

Students who do not speak English as their first and primary language must take the Test of English as a Foreign Language (TOEFL) or The International English Language Testing System (IELTS) prior to admission to the university. On TOEFL, a score of at least 550 (paper-based) or 79 (Internet-based) is required for regular academic admission. On IELTS, a score of at least 6.0 for undergraduate programs or 7.0 for doctoral programs is required for regular academic admission. Please visit the TOEFL website (<http://www.ets.org/toefl>) or IELTS website (<http://www.ielts.org/>) for more information. Before the immigration form I-20 can be sent, students from all countries except Canada must send the university (a) money equivalent to the first semester's tuition, room, and board; and (b) a \$1000.00 U.S. emergency deposit to be held for the complete duration of a student's enrollment and to be used in case of family or medical emergency. Students from all countries including Canada must send to the university (a) a letter of financial commitment with certified bank statements indicating sufficient funds for attendance; and (b) proof of health insurance coverage in the U.S. or \$500 for approximately one year of insurance premium (must be renewed annually).

Contact the Admissions Office for specific admissions procedures.

Re-enrollment

CAS and SON Pre-licensure Nursing

A student who has previously been enrolled in Indiana Wesleyan University and has discontinued enrollment for one semester or more must reapply. Application for re-enrollment may be made at the Admissions Office. Students who are not enrolled for one academic year or longer must meet the requirements of the governing catalog for the re-enrollment date. Any student who attended other institutions of higher learning must submit a transfer information form completed by the last college attended and official transcripts of all work completed before a readmission decision can be made. All transcripts must be sent directly from the office of the registrar at the college or university attended.

Graduate Counseling and School of Health Sciences

A graduate counseling student in CAS who has not been enrolled for more than 2 semesters must re-apply through the admissions office. Any student who attended other institutions of higher learning must submit a transfer information form completed by the last college attended and official transcripts of all work completed before a readmission decision can be made. All transcripts must be sent directly from the office of the registrar at the college or university attended.

Credits-in-Escrow (High School Students)

Qualified high school students are offered the opportunity to enroll under the Credits-in-Escrow program. A student must have maintained a 3.0 average on a 4.0 scale in high school classes and be recommended by a high school counselor or principal to qualify. A qualified student who has completed the first semester of their junior year may begin taking 100 level courses in the spring semester, continue each summer session, and take one course each semester of the senior year, not to exceed four courses. There is no tuition charge for credits earned under the Credits-in-Escrow program; however, a registration fee of \$50 per course is charged at the time of registration. Students must be registered by the first day of classes. Please contact the Admissions Office for further assistance.

Special/Unclassified Admission

Students not pursuing a university degree, who want to take individual courses for personal development, may have an unclassified admission and register for up to six hours per semester for a maximum of 18 credit hours. This does not constitute

admission to a university program. The University does not maintain degree audits for this classification. Unclassified students who subsequently wish to pursue a degree program must apply for regular admission status and at that time will receive a degree audit of the chosen major. Information on degree programs is available in the Registrar's Office.

Guest students from other colleges should have the approval of their home institution. By special arrangement, high school students may register with unclassified status while meeting requirements for high school graduation. By special arrangement, senior adults may register at a reduced fee.

Professional Programs (Acceptance into Majors)

Acceptance into the freshman class with a major in teacher education, nursing, social work, Christian/youth ministries, or other programs does not necessarily imply admission to these professional programs. Departments may have specific requirements that must be met at different levels of the program. A student will be assigned a status of pre-added to the major, until these specific requirements are met. For more information regarding acceptance into the chosen major, please see the appropriate School or Division section.

Orientation, Registration and Credit Options

New Student Orientation

All entering undergraduate students are required to participate in New Student Orientation. This orientation is designed to acquaint students with the university programs and services available from the various offices.

Entrance Examinations

New students may be required to take academic placement examinations. These examinations are a part of new student registration and are used to determine the level at which a student shall enter a sequence of courses. Some majors require specific placement examinations. Students should inquire within their own area of study as to whether such examinations are required.

Registration Procedures for New and Returning Students

New Student Registration (NSR) occurs in the summer for fall enrollment and once in January for spring enrollment. Once new students are notified by the Admissions Office of their acceptance to Indiana Wesleyan University, the Registrar's Office will send information about registration procedures and the appropriate time to come to the campus for testing and advisement in the selection of courses and registration.

Returning students may register for the fall semester and summer sessions in the spring and summer. Registration for the spring semester and May term occurs in the fall. All students are expected to complete their registration during the time set by the director of records for advanced registration or at the specific time established for this purpose in the current calendar. Detailed instructions for registration will be provided on the wildcat portal at <http://wildcat.indwes.edu/Registrar/Registration-Information>. Arrangements for financial payment, in accord with one of the approved plans for university charges, must be made in advance or at the time of registration. All students must be registered by the first day of classes in any term.

Academic Advising - CAS and Pre-licensure Nursing

Every student is personally responsible to meet all requirements, including but not limited to stated competencies, grade-point indexes, specified courses, total numbers of credits in each stated area of study, and total number of credits for the degree program identified in the catalog at the time of enrollment.

A faculty advisor is assigned to each student, is available at registration periods for advisement on program requirements and is required to approve the student's registration. Each student has access to their academic record and degree/major requirements via the Internet and portal.

Schedule Changes and Withdraws

Drop/Add

The student's choice of classes, once made and filed, is expected to be permanent. The last date to **add** a course shall be the Friday after the first day of classes for fall and spring terms. The last date to **drop** a course is the second Friday after the start of classes for the fall and spring terms. For students enrolled in the graduate counseling program, the last date to add or drop a course is the second Friday after the first day of the term.

For May term and Summer I (S1) and II (S2) sessions, the last date to add or drop a course is the second day of classes. For Summer Term (S1T) the last day to add a class is the end of the first week. The last day to drop a class for the Summer Term (S1T) is the end of the second week of classes. Any desired change in audit registrations follow the same deadlines as previously identified. All drop/add requests made thereafter require a General Academic Petition and approval from the course professor(s), the director of records, and Academic Affairs.

Withdrawing from Classes

Up until the tenth week of the semester (5/7 or 71% of semester classes), students may withdraw from a course with a grade of "W." This should be done only after consultation with academic advisors, the Residential Academic Services office, and the Financial Aid Office, as reduction of course load below 12 credits may affect eligibility for athletics, scholarships, or financial aid. After the tenth week of the semester, students may not withdraw from classes without total withdrawal from the university.

Withdrawing from the University

A student desiring to voluntarily withdraw from all classes at the university must obtain a Total Withdrawal form available at the Residential Academic Services office and online at <http://wildcat.indwes.edu/Registrar/Forms/>. This form must be completed and filed with the Residential Academic Services office before the student leaves campus. No refunds will be made by the Student Account Services, CAS, until the director of records certifies that the withdrawal procedure has been completed. A student failing to complete proper withdrawal remains a student and will be charged as such and receive a grade at the end of the semester. Students in university housing who fail to check out of their rooms properly will be subject to an administrative charge. Failing work at time of official withdrawal after the tenth week of the semester may be counted as "F" in grade-point average.

Any student who is dismissed from the College of Arts and Sciences by Student Development will be administratively withdrawn from all classes.

Intent to Depart

Students who intend to depart from the university for the subsequent semester(s) should complete the Notification of Student Intent to Depart form. Students should inform the Residential Academic Services office by completing and filing this form available at: <http://wildcat.indwes.edu/Registrar/Forms/>.

Leave of Absence

Full time degree seeking students may request a Leave of Absence (LOA) in certain circumstances to preserve their current catalog rights and possibly provide positive implications for financial obligations such as loan repayment, and health and car insurance.

Types of Leave of Absence:

1. Medical Leave of Absence - LOA petition must be accompanied by a statement from a medical care provider verifying the need for the LOA.
2. Personal Leave of Absence - petition must include a plan for addressing personal or family issues that lead to the successful completion of the student's academic program.
3. Planned Educational Leave of Absence - petition must include plans for enriching educational goals that lead to the successful completion of the student's academic program. These plans can include participation in non IWU-supported study abroad experiences, no IWU-supported internships, or short term missions or service programs.

Leave of Absence petitions are available in the Residential Academic Services office and must be completed and approved before the "drop" deadline for the term in which the LOA is requested. Medical and certain unplanned for LOA requests may be considered retroactively or after the "drop" deadline based on the individual circumstances. LOA appeals must be filed and approved by the associate dean of the College of Arts and Sciences before the end of the term for which the LOA is requested.

A Leave of Absence will not be approved for students who are subject to academic dismissal or student conduct dismissal.

Students who do not return to Indiana Wesleyan University by the end of their approved LOA will be considered to have withdrawn from IWU at the end of their last term of regular enrollment.

International students should work with the international student coordinator in the Admissions Office when contemplating a planned LOA as there are Bureau of Citizenship and Immigration Services regulations regarding the status of international students.

In order to maintain catalog rights under the LOA petition, students must receive prior approval from the Residential Academic Services office for coursework taken at other institutions for transfer to IWU. Failure to do so could result in failure of the coursework to transfer, or loss of current catalog rights.

Students on LOA may not participate in or be registered for any IWU coursework during the LOA time period including incomplete courses, independent learning contracts, and online courses.

Student work positions, divisional stipends, and leadership positions are not guaranteed upon return and must be reapplied for.

It is unlikely that there will be any financial aid benefit for the student who takes LOA. All questions regarding financial aid must be discussed with the student's financial aid counselor.

Students should consult with Student Account Services, CAS and the Financial Aid Office to discuss any financial ramifications of a LOA.

Returning from a Leave of Absence:

A student may choose to return from a LOA earlier than planned but must return on the first day of classes for the semester. When students return from a LOA, either on time or early, they may request reinstatement through the Admissions Office by completing the re-enrollment form before the first day of new term. Students must notify the Residential Academic Services office of their intent to return before the end of the term previous to the expected date of return. Undergraduate students who are on Academic or Citizenship Probation status when they take a LOA will return with the same status.

Study Abroad students who use a LOA to attend unaffiliated programs should be aware that there is no guarantee of academic credit at IWU and must apply for such under transfer policy guidelines.

Credit Options

Classroom Study

The most common way to earn credit in the College of Arts and Sciences/School of Nursing is by registering in the semester programs of the university, attending classes under the instruction of a university professor, submitting the required work, and passing the required examinations.

Online

The College of Arts and Sciences offers online course options for undergraduate students during May and Summer Sessions. Students should talk to their advisor and check the Schedule of Classes for those terms for details.

Transfer

Students who have attended other accredited colleges or universities may transfer credit toward their education at IWU. Transcripts of all other university work must be submitted directly to the Indiana Wesleyan University Residential Academic Services office from the office of the registrar at the college or university previously attended. Transcripts delivered by hand or received from another party are not official and cannot be used for purposes of transfer work. The university registrar is responsible to approve the transferability of all credits.

To earn a degree from IWU, undergraduate students must take the last 30 semester hours of course credit needed to fulfill degree requirements at IWU. Students pursuing transfer course options toward the end of their college career should seek assistance from the Registrar's Office to ensure they are in compliance with this policy.

Credit is granted for work with a satisfactory grade ("C" or above), in a 100 level or higher course, taken at an approved college or university that are accredited by a regional accrediting body or the Association for Biblical Higher Education (formerly the Accrediting Association of Bible Colleges). If there is no applicable course at IWU or within the student's major, the credits may be applied as elective credit. Credit hours accepted in transfer are recorded, as part of the student's official academic record. All graded qualified coursework transferred and transcribed are used solely in the calculation of the honors GPA.

Credit taken by correspondence from a regionally accredited institution may be applied toward a degree at Indiana Wesleyan University, for a maximum of 12 semester hours accepted.

Credits from unaccredited schools, colleges and universities and from schools/colleges/universities not accredited by recognized accredited agencies—such as proprietary business schools, vocational/technical schools, or other single purpose institutions may be assessed individually for possible credit. The number of credits transferable from such institutions will be limited to two years (62 semester hours).

Credits earned from international institutions will be evaluated by Residential Academic Services given that the official transcripts are submitted and in English. However, should it be deemed necessary, an additional external evaluation by Educational Credential Evaluators (ECE) may be required. For more information about this organization, please visit their website (<https://www.ece.org/>).

Credit through examination (CLEP/DANTES/Advanced Placement) may only be awarded with official test scores from an official testing center and an Indiana Wesleyan University individual assessment. The maximum number of credits awarded shall be limited to a total of 40 semester hours for the baccalaureate degrees and 18 semester hours for the associate degrees, and ordinarily will not be applied to upper-division requirements in the major (junior and senior levels). It is the responsibility of the student to obtain approval from the appropriate division for the application of credits to the majors.

Advanced Placement and International Baccalaureate

Many high schools offer Advanced Placement (AP) courses to students. These are evaluated as subequivalent to university freshman-level courses and appropriate credit will be given for grades of 3 or above.

Incoming freshman who, prior to their enrollment at Indiana Wesleyan University, pass the AP Spanish Language Exam with a minimum score of 4 will receive credit for SPA-237 and SPA-238. Students who pass the AP Spanish Language Exam with a minimum score of 3 will be awarded credit for SPA-117 and SPA-118. AP credit for these courses will not meet intercultural competence.

Some high schools offer International Baccalaureate courses and programs. Credit may be awarded for successful completion of some courses through the International Baccalaureate programs. Scores of 5 or higher are required for such credit to be accepted. Credit may only be awarded with official scores and an IWU individual assessment.

Achievement Examinations

The College Level Examination Program (CLEP), the Proficiency Examination Program (PEP), and DANTES offer examinations of university-level achievement. CLEP examinations may be accepted for credit by the university upon admission and registration. Scores on selected examinations at a level of "C" or above will be acceptable for credit in appropriate areas. Examinations can be scheduled by The Center for Student Success after consulting with the director of records. A \$25 per credit hour transcription fee will be assessed. Several CLEP examinations are recognized by the university for credit; however, the College of Arts and Sciences does not accept the College Composition CLEP test.

Assessment – Prior Learning/Portfolio

Credit from nontraditional learning by life experience may only be awarded with an Indiana Wesleyan University individual prior learning assessment. Credit will be determined through the assessment and approval process. Students with life experience education may have developed a body of information equivalent to university-level learning. This may be work experience, hours earned at nonaccredited institutions, or other nontranscribed learning. After a student has been admitted into a major and has accumulated at least 12 classroom credits, assessment of such learning may be attempted. A maximum of 40 hours may be awarded through the Prior Learning/Portfolio option. Guidelines and fees information is available in the Residential Academic Services office.

Independent Learning Contract

Occasionally, students may benefit from academic enrichment by Independent Learning. Such learning is generally intended for on campus course work in a subject not offered in the current schedule of classes. Independent Learning contracts are a privilege extended to degree-seeking junior and senior students. Undergraduate students who have earned a 3.0 cumulative GPA, have met the university writing competency requirement, have completed all course prerequisites, and have earned a minimum of 60 credit hours may apply for Independent Learning. Undergraduate students on Academic Probation may not participate in Independent Learning. Students who wish to take an Independent Learning course should work closely with the professor of the course and Residential Academic Services to complete the specific paperwork and comply with the following:

- No more than six credit hours may be earned by Independent Learning during the student's academic career at IWU.
- No more than one Independent Learning course may be taken per semester.
- Courses with a 180 number may not be taken by Independent Learning.
- A fee of \$100 per credit hour will apply to all Independent Course work.
- Students may not take an incomplete grade in an Independent Learning course.
- Independent Learning may not be used to repeat a failed course.

All coursework is expected to be completed by the end of the semester in which the course is attempted. If medical or other extenuating circumstances arise that prevent a student from completing all coursework in that semester, a professor may, at his or her discretion, award a grade of "I" (incomplete). See full incomplete policy for additional information.

Audit

A student who has been accepted into an Indiana Wesleyan University degree program or as an unclassified student may choose to audit specified courses as follows:

- Audit registration is allowed on a space available basis. Undergraduate students may not register under this category until after the first day of class and must have the approval of the class instructor.
- The current audit fee per credit hour must accompany the registration.
- Auditing a course gives one the right to attend the course. No credit or letter grade is given. The course will be indicated as an "AU" on the student's IWU transcript.
- The student auditing the course is not expected to participate in classroom or study group assignment or to complete homework, quizzes, or tests.
- The faculty for the course is under no obligation to grade any work an auditing student chooses to submit or to give feedback on progress.
- The materials required for the course are optional for auditing students.
- The student must meet course prerequisites or be approved by the appropriate administrator of the specific college/school.
- No change may be made from audit to credit, or credit to audit after registration closes.
- Forms for admission to audit classes are available in the Admissions Office.

Global Engagement and Service Learning

Indiana Wesleyan University undergraduate students are encouraged to participate in a variety of off-campus learning experiences in both international and domestic contexts. These **Global Studies** and **Global Service Learning** opportunities are facilitated by the Office of Global Engagement and Service Learning.

Graduate students interested in global study must have a 3.0 GPA or better and must be approved by application only. Graduate students must consult with the appropriate division chair for a determination of the maximum number of credits that may be earned through study abroad, as well as deadlines for application.

Global Studies opportunities are approved credit-bearing courses that take place off campus in partial fulfillment of degree programs under the supervision of a faculty advisor. These opportunities include:

Travel Classes

- Travel Classes are IWU faculty-led courses offered in off-campus settings.
- Undergraduate students who wish to participate in a Travel Class must be in good standing with Student Development, have at least a 2.5 GPA, and successfully complete an application/interview/orientation process.
- The cost for a Travel Class includes tuition and travel expenses, both of which must be paid in full prior to departure. Scholarships and financial aid may be applied to Travel Classes.
- Travel Classes may be taken for credit or audit, and some fulfill the Intercultural Experience General Education requirement.

Semester Abroad Programs

- Semester Abroad Programs are semester-long off-campus study opportunities.
- Undergraduate students who wish to participate in a Semester Abroad Program must be in good standing with Student Development, have at least a 2.75 GPA, have earned a minimum of 30 credits at IWU, and successfully complete an application and orientation process.
- The cost for Semester Abroad Programs includes tuition, travel expenses, and program fees, all of which must be paid in full prior to departure. Some scholarships and financial aid may be applied to Semester Abroad Programs. Applicants should consult with their financial aid counselor for details.

- The following are approved Semester Abroad Programs:
 - IWU Zambia – School of Nursing (Choma, Zambia) – www.indwes.edu/Academics/School-of-Nursing
 - American Studies Program (Washington, D.C.) – www.bestsemester.com/asp
 - Australia Studies Center (Sydney, Australia and New Zealand) – www.bestsemester.com/asc
 - Au Sable Institute for Environmental Studies (Great Lakes and Pacific Rim) – www.ausable.org
 - Azusa Pacific University (Los Angeles, CA) – www.apu.edu/laterm
 - BCA Barcelona (Barcelona, Spain) – www.bcanet.org
 - China Studies Program (Hong Kong, China) – www.bestsemester.com/csp
 - Contemporary Music Center (Nashville, TN) – www.bestsemester.com/cmc
 - Creation Care Study Program (Belize, Central America, New Zealand) – www.creationcsp.org
 - Ecuador Semester – Taylor University (Cuenca, Ecuador) – www.taylor.edu
 - Focus Leadership Institute (Colorado Springs, CO) – www.focusleadership.org
 - Gordon College in Aix (Aix, France) – www.gordon.edu/inaix
 - Gordon College in Orvieto (Orvieto, Italy) – www.gordon.edu/inorvieto
 - Houghton in Balkans (Eastern Europe) – www.houghton.edu
 - Houghton in Tanzania (Tanzania, Africa) – www.houghton.edu
 - Irish Studies Program – Taylor University (Greystones, Ireland) - www.taylor.edu
 - L.A. Film Studies Center (Hollywood, CA) – www.bestsemester.com/lafsc
 - Latin American Studies Program (San José, Costa Rica) – www.bestsemester.com/lasp
 - LCC International University (Klaipeda, Lithuania) – www.lcc.lt/study-abroad-lithuania
 - Middle East Studies Program (Jerusalem, Israel) – www.bestsemester.com/mesp
 - Oxford Summer Programme (Oxford, England) – www.bestsemester.com/osp
 - Scholar's Semester in Oxford (Oxford, England) – www.bestsemester.com/sso
 - Trinity Christian College Semester in Spain (Sevilla, Spain) – www.semesterinspain.org
 - Uganda Studies Program (Mukono, Uganda) – www.bestsemester.com/usp
 - Washington Journalism Center (Washington, D.C.) – www.bestsemester.com/wjc

International Internships, Student Teaching and Practicum Experiences

- International internships, student teaching and practicum experiences are facilitated by the Office of Global Engagement and Service Learning in collaboration with academic schools.
- Undergraduate students who wish to fulfill an internship, student teaching or practicum experience requirement in their major in another country must be in good standing with Student Development, maintain the minimum GPA requirement of their major and degree program, and successfully complete an application and orientation process.
- The cost for international internships, student teaching and practicum experiences includes tuition, travel costs and living expenses. Some scholarships and financial aid may be applied to international internships, student teaching and practicum experiences. Students should meet with their financial aid counselor for details.
- Some international internships, student teaching and practicum experiences may fulfill the Intercultural Experience General Education requirement.

Global Service Learning opportunities are structured learning experiences that take place off campus in partnership with a host organization and are focused primarily on service activities that address identified community needs. These opportunities may be included within Travel Classes and also include:

World Impact Global Service Teams

- Undergraduate students who wish to participate on a World Impact Global Service Team must be in good standing with Student Development, have at least a 2.0 GPA, and successfully complete an application/interview/orientation process.
- The travel expenses for World Impact Global Service Team trips vary depending on the region of the world to which teams travel. All travel expenses for the trip must be paid in full prior to departure. Contributions for World Impact Global Service Teams are tax-deductible and are receipted by the university accordingly. Scholarships may be available to students who participate on World Impact Global Service Teams.
- World Impact Global Service Teams are not credit-bearing; however, some may fulfill the Intercultural Experience General Education requirement for some majors.

Cooperative Programs

Indiana Wesleyan University cooperates with various business, church, educational, and social agencies in the community and beyond to make special facilities available to enrich the programs offered to students.

Taylor University and Indiana Wesleyan University cooperate by allowing certain courses (a limit of one per fall or spring semester) to be available for full time students from both institutions. Although there is no extra charge for the courses in this exchange, the students are responsible for their own transportation between campuses and for payment of any fees beyond tuition. Students make take a total of four classes through this program. Please contact the Registrar's Office for details.

LeTourneau University and Indiana Wesleyan University participate in an articulation agreement guaranteeing that students who satisfactorily complete the stated requirements at IWU will be admitted as engineering students at LeTourneau University with academic credit for their IWU courses. For additional information see the School of Physical and Applied Sciences.

Center for Life Calling and Leadership (CLCL) and Career Services

The Center for Life Calling & Leadership (CLCL) enables individuals to find an overriding purpose for their lives, equips them to make life decisions based on this purpose, and empowers them to develop this purpose into world changing leadership. Through the CLCL, students are encouraged to explore the concept of vocation in the context of spirituality and faith, and to approach the idea of vocation through stewardship – much broader than just a job, position, or occupation. Vocation should be seen in the context of a life calling that produces confidence in an overriding purpose for one's life to bring about positive change in the world, and then living out one's life consistently with that purpose.

The CLCL directs various programs for students who have declared a major as well as students who are still exploring for a major (pre-declared). These programs help to facilitate the discovery of purpose and to integrate leadership development into this discovery process.

- *Pre-declared Community:* Students coming to IWU as a part of the pre-declared program have an immediate support system in place that will facilitate their discovery of life calling, both curricular and co-curricular. The 3-credit freshman course, UNV-180LC, focuses on developing an understanding of the concept of life calling and the discovery of one's God-given design as a basis for this calling. Students evaluate their strengths, values, spiritual gifts, passions, abilities, personality, and experiences in order to develop a calling-based perspective in selecting a major and planning a vocational course of action.
- *Life Coaching for All Students:* The Life Coaching program assists both declared and pre-declared students in discovering their unique, God-given design; developing a life plan; and equipping them with fundamental life skills for academic success, and future personal and professional development. Life Coaches meet with students one-on-one and in workshops, utilizing a positive approach with students as they look for solutions to future questions.
- *Career Development:* The Career Development program provides strategies and innovative resources to help students develop the skill of lifelong purposeful career navigation. Students can meet with a Career Coach, enroll in a course, participate in internships, connect with a professional mentor, visit on-campus events hosted by the CLCL, and involve themselves in various stage-appropriate CLCL sponsored programs to develop a strengths-based plan for their lives.
- *Leadership Studies:* CLCL faculty, teaching in the School of Social and Behavioral Sciences and Business, facilitate the Leadership Studies academic program which consists of a major and minor in Leadership.

Academic Policies

Academic Terms - CAS and Pre-licensure Nursing

The regular academic year consists of a fall semester and a spring semester. Fall and spring semesters consist of 13 weeks of scheduled classes and a two hour comprehensive final exam. As a general rule, a credit hour includes a minimum of 42 hours of coursework with 1/3 being classroom or equivalent instruction and 2/3 being outside course engagement. On average a three credit hour course requires a minimum of 126 hours of work. An equivalent amount of work is required for non-classroom credits. An undergraduate student is classified as full time when enrolled for 12-16 credit hours in a semester. Graduate students are classified as full time when enrolled for 9 credit hours in a semester. Students may complete the 124 semester credits required for a baccalaureate degree with four semesters of 15 credits and four semesters of 16 credits.

Undergraduate students who wish to register for more than 16 credit hours must meet the following criteria:

- To enroll for 17 credit hours, the student must have a 2.75 GPA.
- To enroll for 18 credit hours, the student must have a 3.0 GPA.
- To enroll for 19 hours, the student must have a 3.5 GPA.

Special sessions include:

- May Term (MA) - three weeks. May term courses are offered at discounted rates in an approximately three-week period immediately following the spring graduation. Most May courses are three credits but a maximum of four credits may be earned. Two credit hours in May is considered full time. A maximum of four credits may be earned.
- Summer Session 1 (S1) - five weeks. Three semester hours of credit is considered full time. A maximum of four credits may be earned.
- Summer Session 2 (S2) - five weeks. Three semester hours of credit is considered full time. A maximum of four credits may be earned.
- Summer1Term (S1T) - 13 weeks. Six semester hours is considered full time. A maximum of twelve credits may be earned.

Students may earn a maximum total of sixteen CAS credits during the summer terms (May, S1, S2 and S1T).

Classification

Undergraduate CAS and Pre-licensure Nursing students enrolled for 12 hours or more are considered full time. All students having met regular entrance requirements are classified by the university registrar. Classification is based on the following scale:

Freshman	0-28 Semester Hours Completed
Sophomore	29-59 Semester Hours Completed
Junior	60-89 Semester Hours Completed
Senior	90 or more Semester Hours Completed
Graduate	For semester-based graduate programs, full time is nine hours.

Grading and Evaluation - CAS and Pre-licensure Nursing

A letter grade is used to evaluate coursework. For the purpose of determining scholastic standing and awarding honors, grade points are granted according to the letter grades and semester hours of credit. The grade-point average (GPA) is the number of quality points earned divided by the number of credit hours attempted.

Grade	Quality Point	Definition
A	4.0	Superior
A-	3.7	
B+	3.3	

B	3.0	Above average
B-	2.7	
C+	2.3	
C	2.0	Average
C-	1.7	
D+	1.3	
D	1.0	Passing
F	.0	Failure/Also given for all unofficial withdrawals
WF	.0	Failing work at time of official withdrawal after the tenth week of the semester and is counted as "F" in grade-point average

The following grades are not figured into the student's grade-point average:

O	Outstanding
S	Satisfactory
U	Unsatisfactory
W	Passing work at time of official withdrawal
I	Incomplete
CR	Credit
NC	No Credit
AU	Audit
NA	No Audit

Dean's List

At the end of fall and spring semester, a dean's list for undergraduate students only in CAS and SON Pre-licensure Nursing is published that includes all students who have passed a minimum of 12 semester hours with a grade-point average of 3.5 or higher. All 12 hours must be passed with a letter grade other than "CR."

Incomplete Courses

A grade of "I" may be given if circumstances beyond the student's control prevent completion of the work. A faculty person, at his or her discretion and within approved guidelines, may award an incomplete grade to a student. No more than 1/3 of the course work may be left to complete and the student must be passing the class at the time the incomplete grade is awarded. Any incomplete extended beyond the end of the next term must be approved by the Associate Dean of the governing school. Once an incomplete grade has been awarded, the student cannot withdraw from the class. Students may not register for new courses for subsequent semesters if more than 12 hours of undergraduate or 6 hours of graduate incompletes remain on a transcript. Students who have an incomplete on file are not eligible to participate in graduation ceremonies. The entire incomplete policy is available at the Residential Academic Services office.

Repeating Courses

A student may repeat once any course in which a grade below "C" ("C-," "D+," "D," "F," or "NC") was previously earned. Some specific graduate level courses are identified as repeatable and can be repeated if a student earns a grade higher than "C" but below the level required for that specific course. Whenever a course is repeated, the last grade and credits earned replace the previous grade in computing the student's grade-point average (GPA). All entries, however, remain a part of the student's permanent academic record. Duplicate credit hours are not given for two or more passing efforts. A course taken in a classroom format may not be repeated for a grade through independent learning, credit-by-examination, by assessment of prior learning, by transfer of credit, or online.

Since a course may be repeated once, failure to achieve a satisfactory grade in a required course after two attempts may result in academic suspension or ineligibility to complete the major in which the course was repeated.

Grade Reporting

At the midpoint of each semester, grades for undergraduate students below “C” are reported to the director of records. A progress report is then available on the wildcat portal to each student who falls into this category and a copy of that report is mailed to parents if a signed waiver is on file. In addition this information is available to the advisors for counseling purposes. Mid-semester grades are not recorded in any way on the student’s permanent record. Final grade reports are available to all students at the end of each term on the wildcat portal.

Grade Changes

A final grade cannot be changed after it has been verified by the Registrar's Office unless there has been an error in calculation or assignment. Faculty may submit grade changes only in the case of faculty error within 30 days of the final grade due date. In the event a non-routine change of grade becomes necessary, a written recommendation must be submitted by the faculty member to the school Associate Dean who will determine the validity of the recommendation.

Transcripts

The student’s official transcript is prepared by the Indiana Wesleyan University Registrar's Office and will show the course, grade, credit and dates of instruction for each course. Requests for transcripts of coursework at Indiana Wesleyan University must conform to the Privacy Act of 1974, which requires that all transcript requests be submitted in writing and signed by the student, for protection of the student's confidentiality. A transcript is official only when it bears the university seal.

It is university policy not to release a transcript if the student has any financial holds on their record or if he or she is delinquent on any loan received through Indiana Wesleyan University. A \$3 fee is charged for each transcript and must be enclosed, along with a complete address to which the transcript is to be mailed. Please provide a current address if request is to be sent to student's home. Students requesting a transcript should write to the Indiana Wesleyan University Registrar's Office, 4201 South Washington Street, Marion, IN 46953. For more information, call 1-765-677-2966 or see <http://www.indwes.edu/Academics/Registrar/Transcript>

GPA Requirements

The following table indicates the cumulative grade-point averages (GPA) that will result in the application of academic sanctions. The table also indicates term grade-point averages that may result in students receiving a letter of academic warning.

Classification	Academic Warning	Academic Probation	Academic Suspension*	Academic Dismissal*
First semester Freshman	1.80 - 2.00	1.00 - 1.79		0.00 - 0.99
Continuing Freshman 0-28 credits	1.80 - 2.00	1.70 - 1.79	1.50 - 1.69	0.00 - 1.49
29-44 credits	1.90 - 1.99	1.80 - 1.89	1.70 - 1.79	0.00 - 1.69
45-89 credits		1.90 - 1.99	1.80 - 1.89	0.00 - 1.79
90 + credits				0.00 - 1.99

*Students suspended or dismissed based upon their GPA may appeal this status following directions included in their suspension or dismissal letter.

The sequence of levels of achievement is allowed in order to help students accommodate the graduation requirement of 2.0 for most programs (students should be aware that some programs require more than this minimum for graduation).

Probation

Undergraduate students who fall below the minimum GPA levels indicated above and who have been placed on “academic probation” status are ineligible to participate in campus leadership or represent the university unless such participation is connected with a credit bearing course required in the student's **current** major area of study. Ineligibility for participation includes, for example, cheer team, club teams, extramural teams, intercollegiate athletics, music performance groups, ministry teams, student organization officer, and theatre productions/performances. Students on academic probation are not eligible to enroll in courses offered through the College of Adult and Professional Studies. In addition, most undergraduate student

leadership positions have requirements in addition to the minimum above. Please reference *IWU Student Handbook*.
<http://www.indwes.edu/Residence-Life/>.

Suspension

Undergraduate students suspended for academic reasons may reapply after one semester away. Readmission is not guaranteed; however, all applications will be reviewed by the Academic Standing Sub-committee. Students must complete the following to be considered for readmission:

1. Must attend a regionally accredited college.
2. Must complete 12 semester credit hours of coursework numbered at 100 or above (not developmental courses) with a "C" or above. (Note: It is recommended that, when possible, these courses not include those previously taken at IWU so that if a student is readmitted, courses with C- or below can be repeated, if appropriate, at IWU to improve the IWU GPA.)
3. Must earn a minimum of 2.2 cumulative GPA on a 4.0 scale.
4. Fulfill all other readmission requirements.

Dismissal

Undergraduate students dismissed for academic reasons may reapply after two semesters away. Readmission is not guaranteed; however, all applications will be reviewed by the Academic Standing Sub-committee. Students must complete the following to be considered for readmission:

1. Must attend a regionally accredited college.
2. Must complete 12 semester credit hours of coursework numbered at 100 or above (not developmental courses) with a "C" or above. (Note: It is recommended that, when possible, these courses not include those previously taken at IWU so that if a student is readmitted, courses with C- or below can be repeated, if appropriate, at IWU to improve the IWU GPA.)
3. Must earn a minimum of 2.2 cumulative GPA on a 4.0 scale.
4. Fulfill all other readmission requirements.

Attendance Policy - CAS and Pre-licensure Nursing

CAS undergraduate and SON Pre-licensure students are expected to attend all sessions of classes for which they are registered. Official excuses may be given by the Academic Affairs Office or the Dean of School of Nursing for absences due to university-sponsored activities* (see below), for illness requiring hospitalization, death of a first degree relative, or other emergencies. University and World Impact groups taking students on off campus trips which require those students to miss class **shall notify and gain approval of the Academic Affairs Office/School of Nursing prior to final arrangements for the trip**. Faculty may not give a penalty for a university approved absence. The student is responsible directly to the instructor for all classes missed and to see that all work is made up. A student failing to attend classes and not withdrawing officially will receive a grade of "F." Students may not attend classes for which they are not registered.

Students may be administratively withdrawn from any registered class that is not attended by the last day to drop a class in any term.

* Policy on Excused Absences for Organizational Activities

Students participating in one or more student organizations may receive only one excused absence per semester for each course (evening courses excluded) in order to participate in an approved activity.

1. Requests for the student to be excused must come from the faculty advisor of the student organization on the prescribed form and include written justification for the absence based upon the university's World Changer outcomes.
2. Organizations without a faculty advisor must submit the same form, including justification and approval from the Academic Affairs Office/School of Nursing, at least one week prior to the activity.
3. This form must be received by the instructor of the class prior to the missed class period.
4. A student may request to be excused from evening classes; however, the decision in these cases will be at the discretion of the course professor.
5. Faculty must be notified of the anticipated absence during the first week of classes for the term.

Graduate students should consult their relevant graduate program handbook for applicable attendance policy.

Final Examination Policy

A final examination is required in each course. It should be comprehensive in nature, requiring the student to use the accumulated knowledge and skills of the whole course. The two hours of final examination are scheduled as part of the total hours required in the semester. As a general rule students may not take final examinations early. If a student has more than two final exams scheduled on one day, arrangements can be made with the professor to change the exam that falls in the middle. Whenever possible, the rescheduled exam should be given at a time later than the originally scheduled period. Request forms may be obtained in the Residential Academic Services office.

Certain kinds of courses such as clinicals, practica, student teaching, studio instruction, and seminars may be exempted from final examinations but must plan to meet for instruction in the scheduled time.

Scheduled final examination times are expected to be adhered to unless an emergency situation arises. If a student requires a makeup examination, it must be given at a time later than the scheduled period.

Honesty, Cheating, Plagiarism, and Forgery

Academic dishonesty is inconsistent with scholarship and the pursuit of knowledge and Christian character. Thus, Indiana Wesleyan University expects students to be honest in all academic work.

Coursework

Students are expected to exhibit honesty in the classroom, in homework and on quizzes and tests. Each instructor should define what constitutes honest work in a specific course. Any deviation from ordinary standards, such as the permitted use of notes for an examination or an "open book" test, should be stated clearly by the instructor.

Cheating is defined as the use or attempted use of unauthorized materials or receiving unauthorized assistance or communication during any academic exercise. Examples of cheating include:

1. Submitting work for academic evaluation that is not the student's own.
2. Copying answers from another student during an examination.
3. Using prepared notes or materials during an examination.
4. Permitting another student to copy one's work.
5. Plagiarism.
6. Falsification.
7. Other misrepresentations of academic achievement submitted for evaluation or a grade.
8. The submission of papers or other work that one has submitted in a previous class or classes without appropriate citation and/or permission of the instructor.

Plagiarism is defined as "the false assumption of authorship; the wrongful act of taking the product of another person's mind and presenting it as one's own" (A. Lindey, 2006, *Plagiarism and Originality*). *The Prentice Hall Reference Guide* (2006) indicates, "To plagiarize is to include someone else's writing, information, or idea in a paper and fail to acknowledge what you took by indicating whose work it is" (p. 292). In other words, it is not giving credit where credit is due. Plagiarism is both a moral and ethical offense and sometimes a legal one.

Examples of plagiarism include:

1. Copying another person's actual words without the use of quotation marks, source citation, or footnotes.
2. Presenting another person's ideas or theories in your own words without citing the source.
3. Failing to acknowledge contribution and collaboration from others.
4. Using information that is not common knowledge without citing the source.
5. Submitting downloaded papers or parts of papers, "cutting and pasting," or paraphrasing or copying information from Internet sources without proper acknowledgment of a source.

Sanctions

It is the responsibility of each student to be aware of policies regulating academic conduct including definitions of academic dishonesty, the possible sanctions, and the appeals process.

Any undergraduate student apprehended and charged with cheating, including plagiarism, during his or her college matriculation, shall receive the following discipline:

1. First incident of cheating: no credit (i.e., no points given) in paper, assignment, or exam.
2. Second incident of cheating: failure in the course involved.
3. Third incident of cheating: dismissal from the university.

In addition to the above, a graduate student is expected to understand clearly the nature of cheating and is subject to dismissal from the university for any egregious act of academic dishonesty or cheating, without the need to follow the steps listed above. Incidents of cheating and/or plagiarism will be investigated and judged by the appropriate academic leader.

Because the matter of cheating cumulatively leads to dismissal, faculty are required to report each case to the appropriate university administrators who in turn reports the case to the academic leader of the specific college/school. Unquestionable evidence must be in hand before any action will be taken to confront and accuse a student of cheating.

A student who is not satisfied with the disciplinary action may follow the grievance and appeal policies of the appropriate academic unit.

Falsification of Academic Records or University Documents: Falsification of academic records or documents includes but is not limited to altering any documents affecting academic records; forging signatures; or falsifying information of an official document such as a grade report, ID card, financial receipt, or any other official university letter or communication. This includes information downloaded (printed) from student information available via Web (online) services.

Unauthorized Access to Computerized Academic or Administrative Records or Systems: Unauthorized access to computerized academic or administrative records or systems means viewing or altering the university's computer records without authorization; copying or modifying the university's computer programs or systems without authorization; releasing or dispensing information gained through unauthorized access; or interfering with the use or availability of computer systems information.

Students who are found to have falsified university documents or participated in unauthorized access to computerized academic or administrative records or systems are subject to dismissal from the university for a single incident. The university may consider legal action for any individual found to have participated in these actions.

Grievance and Appeal Policy (Non-academic)

A student may seek recourse from any university nonacademic program or employment-related dispute, alleged discrimination on the basis of race, national origin, color, sex, disability, or age, including alleged violation of Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments Acts of 1972, Section 504 of the Rehabilitation Act of 1973, or other state or federal legislation through the following procedures:

A. Informal Procedure

1. The student should seek informal resolution with the individual department concerned before initiating a written complaint.
2. If the complaint is not satisfactorily resolved, the student may request a hearing with the dean for mentoring and accountability, the assistant vice president for Student Development or the associate dean of Adult and Professional Studies.
3. If the complaint is not satisfactorily resolved at this level, the student may request a hearing with the vice president for Student Development or the vice president for Adult and Professional Studies.
4. If the complaint is not satisfactorily resolved at this level, the student may submit a written grievance form.

B. Formal Procedure

1. The informal resolution may be ended at any time and the complainant may begin the formal procedure by submitting a written grievance within 30 days of the event or action. Grievances must include the demographic information regarding the complainant, the clear facts of the case, the disposition or resolution achieved thus far and the requested resolution by the complainant. Additional information or clarification may be requested before a hearing is scheduled. NOTE: Appeals that are based solely on the severity of a sanction that upon investigation are within the parameters of the available sanctions for an event or action are not considered grounds for appeal.

2. A hearing will be held with the dean for mentoring and accountability, the assistant vice president for Student Development or the associate dean of Adult and Professional Studies, ordinarily within 15 working days from the filing of the written grievance.
3. If the complaint is not satisfactorily resolved with the respective assistant vice president, the student may then request, within 15 working days, a hearing with the vice president for Student Development or the vice president for Adult and Professional Studies. This hearing will ordinarily be held within 15 working days following the request.
4. If the complaint is not satisfactorily resolved with the respective vice president, the student may then request, within 15 working days, a hearing with the Student Development Council, which will make recommendations back to the vice president within 15 working days.
5. If the complaint is not satisfactorily resolved with the Student Development Council and the vice president, the student may then request, within 15 working days, a hearing with the president of the university. This final hearing with the president will ordinarily take place within 15 working days. This is the final appeal.

Each stated time frame will be the ordinary process. More time may be necessary in the event of a lengthy investigation, hearing, illness, or other unforeseen circumstances.

The complainant will be notified of results at each step of the grievance process. All grievances, with all papers, recommendations, and decisions related to federal or state regulations, will be reported to the vice president for Academic Affairs in whose office all files will be kept.

Because grievance and appeal processes are private university administrative hearings, legal counsel or representation is inappropriate.

Grievance and Appeal Policy (Academic)

A student who has a grievance related to a course grade or an academic policy decision, including those believed to be discriminatory based on race, national origin, color, sex, disability, or age, should follow these procedures for resolution.

Students must begin with the awareness that the university follows generally accepted college and university practice in the development of academic policies, the operation of classrooms, and use of grading techniques. These differ widely from professor to professor and from college to college. Indiana Wesleyan University allows its instructors independence in following generally accepted practices.

Protest of Grade

If the student feels that an instructor has not followed fair practice nor followed his or her own published grading policy, the following procedures should be followed:

A. Protest of a Grade - Informal Procedure

1. The student should contact the professor for a full explanation of the grade given and the basis for making the grade.
2. If there is no resolution of the problem, the student may request a review with the division chairperson (or the dean of the college if the complaint involves the chairperson).
3. The chairperson or the dean will notify the faculty member of the grievance and its nature and seek to mediate the dispute through the following steps:
 - Informal discussion of the facts of the case seeking resolution within 15 working days.
 - If the faculty member's stated policy for calculating the grade has not been followed, the chairperson or dean will insist that it be followed.
 - If the dispute is about a grade on a specific paper or an examination, the chairperson or dean will request that the professor re-evaluate the paper or the examination to examine the grade given.
 - If the student is not satisfied with this informal process, the formal procedure may be initiated.

B. Protest of Grade - Formal Procedure

1. The informal resolution may be ended at any time and the complainant may begin the formal procedure by submitting a written grievance form within 30 days of receiving the grade. Grievance forms are available in the office of the dean of the college.

2. The chairperson or the dean within 15 working days will request a second reading of the specific paper or examination by two faculty members with knowledge in the academic discipline. They will submit their evaluations to the chairperson or dean within 15 working days. That person will make a judgment, within 15 working days, as to whether the grade has been definitely misevaluated by more than one full grade. If so, the grade may then be changed by the academic administration. The decision of the academic dean will be final in all grade disputes.

The complainant will be notified of results at each step of the grievance process. All grievances, with all papers, recommendations, and decisions related to federal or state regulations, will be reported to the vice president for Academic Affairs in whose office all files will be kept.

Protest of Policy

If a student believes that the university has not followed published policies regarding academic decisions or has been discriminated against based on race, national origin, color, sex, disability, or age, including Title VI, Title IX, and Section 504, the student may follow the following procedures:

A. Informal Procedure

1. The student should contact the person who has made the decision for a full explanation of the university policy, or the federal or state policy, and how the policy was followed. If the university policy has been followed, that should resolve the complaint.
2. If the complaint is not satisfactorily resolved, the student may request a hearing with the division chairperson.
3. If the complaint is not satisfactorily resolved with the division chairperson or dean, the student may request a hearing with the vice president for Academic Affairs, the vice president for Adult and Professional Studies, Dean of the School of Nursing or the Dean of the Seminary.
4. If the complaint is not satisfactorily resolved with the academic leader informally, the formal procedure may be initiated.

B. Formal Procedure

1. The informal resolution may be ended at any time and the complainant may begin the formal procedure by submitting a written grievance form within 30 days of the policy decision. Grievance forms are available in the office of the vice president for Academic Affairs.
2. The student may then make a request within 15 working days for a hearing with the vice president for Academic Affairs or the vice president for Adult and Professional Studies to review the formal grievance.
3. If the complaint is not satisfactorily resolved with the vice president, the student may then request within 15 working days a hearing with the Academic Affairs Council of the university.

The decision of the Academic Affairs Council will be made within 15 working days of such a request and will be final in all academic policy disputes.

The complainant will be notified of results at each step of the grievance process. All grievances, with all papers, recommendations, and decisions related to federal or state regulations, will be reported to the vice president for Academic Affairs in whose office all files will be kept.

Because grievance and appeal processes are private university administrative hearings, legal counsel or representation is inappropriate.

Academic Requirements

Students pursuing majors in the College of Arts and Sciences or in Pre-licensure Nursing are expected to complete all academic requirements pertaining to their major. Additional requirements may be identified by specific divisions or programs and students should contact those areas for further information.

Degrees Offered

Indiana Wesleyan University confers the following degrees in the College of Arts and Sciences and School of Nursing:

- Associate of Arts (A.A.)
- Associate of Science (A.S.)

Bachelor of Arts (A.B./B.A.)
 Bachelor of Science (B.S.)
 Bachelor of Science in Nursing (B.S.N.)
 Bachelor of Music (B.Mus.)

Degree Requirements - CAS and Pre-licensure Nursing

College of Arts and Sciences (CAS) and Pre-licensure Nursing

To earn a degree from Indiana Wesleyan University, undergraduate students must take the last 30 semester hours of course credit needed to fulfill degree requirements at IWU. A minimum of nine hours of course credit from any major or minor must also be earned at IWU. Students with incompletes are not eligible to participate in graduation ceremonies. The clinical experience required of medical technology majors, or a semester away in a university-approved program, is accepted as in residence.

Associate Degree

1. Completion of 62 semester hours
2. Cumulative GPA of 2.0 or higher
3. Completion of at least 24 semester hours in the major area with a GPA of 2.0 or higher; major requirements as prescribed by each department must be met.
4. Completion of general education requirements. If a student chooses to have multiple majors, the degree designation is based upon the first major.

Bachelor's Degree

1. Completion of at least 124 semester hours (some majors may have additional hours to meet the requirement).
2. Cumulative GPA of 2.0 or higher
3. Completion of the designated semester hours in the major area with a major GPA of 2.25 or higher or as required by the major. Additional requirements as prescribed by each department must also be met.
4. Completion of general education requirements. If a student chooses to have multiple majors, the degree designation is based upon the first major.

Master's Degree

Please see the Graduate School for requirements for specific majors at this degree level.

Catalog Governing Graduation

Students must fulfill all university and departmental requirements for the catalog under which he or she was enrolled.

Students may meet the graduation requirements as stated in the university catalog under which they enrolled, provided they maintain continuous enrollment and make normal progress toward a degree so that the degree may be earned within a maximum of six years. **If they withdraw from Indiana Wesleyan University, the graduation requirements, as stated in the catalog under which they resume enrollment, will apply.** Students changing majors or programs, adding or changing a minor, or moving from the College of Adult and Professional Studies to the College of Arts and Sciences or School of Nursing Pre-licensure nursing programs, or vice-versa, must meet requirements as stated in the catalog that is current at the time they make such changes. Students may at any time change from an earlier catalog to a subsequent current catalog, but must meet all requirements for graduation of that catalog. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

Undergraduate Degrees and Majors Offered

Majors — A.S. and A.A. Degrees

Most programs leading to the A.S. or A.A. degree require 24 hours in the major subject. Each department offering these degrees specifies the required courses. Each major designates the degree.

Majors — B.S., B.S.N., B.Mus., and A.B. Degrees

A major will consist of at least a minimum of 40-48 hours of approved courses. Some programs may require more than 48 hours when required for accreditation standards, the Guild, or Graduate School. Each major specifies the designated course requirements.

A minimum of 12 hours in the major must be in courses above the sophomore level. A grade-point average of 2.25 or higher, or as defined in each major, must be earned in courses specified in the major. More than one major may be taken.

Students should make application for admission to the major by the end of the sophomore year in most cases.

Minors

Students may also take a minor subject as noted in each department. A minor will consist of a minimum of 18-24 hours in the subject area. Each department offering the minor may specify required courses. A grade-point average of 2.0 or higher, or as defined in each minor, must be earned in courses specified in the minor. No more than three hours may be shared between a minor and a certificate. A maximum of six hours of credit may be shared between a minor and a major if permitted by the programs of study. A minor must include at least 15 unduplicated hours in any other major or minor.

Certificates

A certificate will consist of at least 12 hours with no more than three hours duplicated with a minor and no more than six hours duplicated with a major.

Second Majors

A second major may be declared with the Registrar's Office by any current student. A student must earn a minimum of 51 unique (unduplicated hours) between the two majors. A maximum of six hours of credit may be shared between a minor and a major if permitted by the programs of study. After graduating with a baccalaureate degree, a student may add a major by completing the requirements of the major subject as listed in the current catalog. If no additional coursework in the proposed added major have been taken within 10 years of graduation, a minimum number of nine new credits in the major are required. New general education requirements will not need to be met to post an additional major.

Second Degrees

If an Indiana Wesleyan University graduate wishes to return to the university to earn **a second degree at the same degree level**, he or she may do so if pursuing a different degree and major. All current requirements for the second degree must be met, including general education requirements, and at least 30 additional semester (IWU) hours must be taken.

To have this opportunity, a student must make application to the Registrar's Office at the beginning of the semester in which the second major/degree will be completed.

Late declaration of a major, double majoring, or the addition of a minor may delay the date of graduation.

Majors and Minors

Undergraduate

(Minor is indicated as MNR in the chart below.)

Accounting	MNR	AS	BS
Actuarial Science	MNR		
Addictions Counseling	MNR	AS	BS
Adolescent Ministries	MNR	AS	BS
Applied Health and Fitness			BS
Art History	MNR		
Athletic Training			BS
Biblical History and Geography	MNR		
Biblical Languages	MNR		
Biblical Literature	MNR	AA	AB
Biochemistry			BS

Biochemistry Pre-med			BS
Biology	MNR	AS	BS
Biology Education			BS
Biology Pre-med			BS
Business Administration	MNR	AS	BS
Ceramics			BS
Chemistry	MNR	AS	AB, BS
Chemistry Education			BS
Chemistry Pre-med			BS
Children's Ministry	MNR	AS	BS
Christian Education	MNR	AS	BS
Christian Ministries	MNR	AS	AB, BS
Christian Worship	MNR		BS
Church Music	MNR		AB
Coaching Education	MNR		
Computer Information Systems	MNR	AS	BS
Computer Science	MNR	AS	BS
Convergent Journalism	MNR		BS
Criminal Justice			BS
Economics	MNR		BS
Education--Elementary			BS
Education--Exceptional Needs			BS
Education--Secondary			BS
English Education		5-12	
Mathematics Education		5-12	
Music Education		P-12	
Physical and Health Education		5-12, P-12	
Science Education		5-12	
Social Studies Education		5-12	
Spanish Education		P-12	
TESOL Education		P-12	
Visual Arts Education		5-12, P-12	
English	MNR		AB
English Education			BS
Entrepreneurship			BS

Exercise Science			BS
Finance			BS
Fine Art	MNR		BS
General Studies		AS	BS
Global Ministries	MNR		AB
Graphic Design			BS
Health Promotion and Wellness	MNR		
History	MNR		AB
Human Communication Studies	MNR		BS
Illustration			BS
Intercultural Studies	MNR	AS	BS
Interior Design			BS
International and Community Development	MNR		BS
International Relations	MNR		BS
Latin American and Iberian Studies	MNR		
Management			BS
Marketing			BS
Mathematics	MNR		BS
Mathematics Education			BS
Mathematics - Interdisciplinary			BS
Media Communication	MNR		BS
Media Design			BS
Medical Technology			BS
Military Leadership	MNR		
Music	MNR		
Music-Applied			AB
Music Composition			BMus
Music Education			BS
Music Therapy			AB
Nursing			BSN
Painting			BS
Performance			BMus
Philosophy	MNR		
Philosophy and Theology			AB
Photography			BS
Physical and Health Education			BS

Physics	MNR		
Political Science	MNR		BS
Political Science Pre-law			BS
Pre-art Therapy			BS
Printmaking			BS
Psychology	MNR		BS
Public Relations	MNR		
Recreation and Camp Administration			BS
Science Education			BS
Social Studies			BS
Social Studies Education			BS
Social Work			BS
Sociology	MNR		
Spanish	MNR		AB
Spanish Education			BS
Sports Management			BS
Sports Ministries			BS
Statistics	MNR		
Strategic Communication			BS
TESOL (Teaching English to Speakers of Other Languages)	MNR		AB
TESOL Education			BS
Theatre	MNR		BS
Theology	MNR		
TTN - Transition to Nursing (Accelerated 2nd degree)			BSN
Urban Ministries	MNR		
Visual Arts Education			BS
World Languages	MNR		
Writing	MNR		AB
Youth Ministries	MNR	AS	BS

Other Programs

Honors Humanities	Not a stand-alone major
Honors Humanities Minor	Partnered with a stand-alone major
Leadership Studies	Not a stand-alone major
Leadership Studies Minor	Partnered with a stand-alone major
Pre-engineering Program	

Pre-medical Science	Not a stand-alone major
Pre-occupational Therapy	Not a stand-alone major
Pre-physical Therapy	Not a stand-alone major
ROTC Program	

Graduate Majors

Addictions Counseling	MA
Clinical Mental Health Counseling	MA
Community Counseling	MA
Marriage and Family Counseling/Therapy	MA
School Counseling	MA
Student Development Administration	MA
Kern Ministry Education Program	MA

General Education Requirements

General Education Requirements - Associate Degree

	A.A.	A.S.
Humanities (ENG-180/HST-180/MUS-180/PHL-180 and LDR-150)	15	9
Biblical Literature or Religion (BIL/REL)	6	3
English (ENG-120/Grade of "C")	3	3
Language and Literature (CHI/COM/ENG/FRE/GRE/HBR/SPA)	3	0
Physical Education (PHE-101 and one additional PHE course numbered 102-139)	2	2
Social Science (ECO/HST/POL/PSY/SOC)	3	3
Science and Mathematics (BIO/CHE/CIS/EAR/MAT-103 or above/PHY/SCI)	3	3
	35	23

Competency and Preparatory Requirements - Bachelor's Degree

Courses taken to satisfy any of the following competencies must be passed with a grade of "C" or better. Any course identified as meeting a university competency must be passed with a minimum grade of "C."

Writing Competency Requirement (0-3 hours)

Demonstrated by one of the following: Successful completion of English Composition (ENG-120) or AP Credit. Students with Advanced Standing in English must either successfully complete one of the following courses (WRI-165, WRI-234, WRI-281,

WRI-282) or may elect to successfully complete a portfolio to demonstrate competency. Requirement must be met within the first 30 hours of coursework.

Communication Competency Requirement (0-3 hours)

Demonstrated by successful completion of Principles of Communication (COM-100) or when specified by the student's major, completing specific course/competency requirements. It is recommended that this requirement be met within the first 60 hours of any degree program.

Intercultural Competency Requirement (0-3 hours)

Requirement met by taking an approved course. Some majors have designated a specific course; other majors allow the student to select from a university approved list. Some courses will involve travel. May not be met by CLEP, AP Credit, or transfer credit. The following courses meet the General Education Intercultural Competency requirement **for students in majors that allow them to select from a university approved list only**: ART-476, BUS-290 with BUS-290L, BUS-390 with BUS-390L, CHI-117, CHI-118, CHI-237, CHI-238, ENG-239, FRE-117, FRE-118, FRE-237, FRE-238, GEO-202, HST-230, HST-231, HST-321, HST-355, HST-370, INT-120 with INT-124 or INT-222, INT-122 with INT-124 or INT-222, INT/COM-280, INT-320, INT-321, INT-322, LDR-265, PHE-248, PHL-438, POL-232, POL-371, PSY-291/ADC-291, REL-275, SOC-210, SOC-225, SPA-117, SPA-118, SPA-237, SPA-238.

Supporting Requirements (0-9 hours)

At the time students enroll at IWU, they will be informed whether it is necessary to take any of the following preparatory courses:

ENG-100 English Pre-Composition – Required based on SAT/ACT exam scores.

ENG-101 Critical Reading and Study Skills – Required based on SAT/ACT exam scores.

Math Requirement – Demonstrated by one of the following: Math SAT greater than or equal to 440, or Math ACT greater than or equal to 19 or COMPASS Algebra test score greater than or equal to 38, or earning a "C" or better in MAT-101. Students may attempt the COMPASS Algebra Test twice; both attempts must be made before the end of the student's first semester. Students (including transfer students) must fulfill this requirement within their first 30 hours. Students who have not fulfilled this requirement within their first 30 hours will not be allowed to enroll in courses at IWU unless they are also enrolled in MAT-101.

General Education Requirements - Bachelor's Degree

Major Requirements: 40-60+

Each major has a specified list of courses and requirements. The number of required credits ranges from 40 to the maximum of 60, unless there are strong extenuating circumstances and an exemption has been made due to outside accreditation requirements or as passed by the Academic Affairs Council. Some of the major requirements overlap with general education requirements. Students should consult the requirements for their majors before registering for any courses. Students are responsible for registering for the proper courses and should heed the advice of their advisors.

Placement Testing

Before registering for French or Spanish courses, placement testing is required for all students who have previously taken French or Spanish at the high school level.

Music Large/Small Ensembles

Students will be allowed to count up to 8 credits toward graduation from courses numbered MUS-177-MUS-179, MUS-185-MUS-188, MUS-192-MUS-199, and to take no more than one per semester.

General Education Requirements

The general education requirements provide a common experience for all students; therefore, the courses ENG-180, HST-180, MUS-180, PHL-180, and LDR-150 must be completed at Indiana Wesleyan University and are not eligible as transfer credit once the student is enrolled. These courses target specific outcomes desired of all graduates in accordance with IWU's mission and are required of all students as a designed common experience component. However, the rest of the general education requirements, except science lab, biblical literature and health and wellness courses, can be met by demonstrating proficiency

or competency in a given area. Students should check the program guidelines or the Registrar's Office for ways to demonstrate proficiency or competency.

All students must complete the current complement of 180 courses (ENG-180, MUS-180, HST-180, PHL-180) within the first four semesters of their academic program. LDR-150 must be taken in the first semester.

Core Requirements

University Core (3 hours)

LDR-150	Introduction to Life Calling	3

This course must be taken in the student's first semester. It will provide students with a clear sense of the university's mission. It will enrich their understanding of the role of various academic disciplines in preparing them to become world changers, and will provide a clear challenge early in their academic career to do so.

Humanities Core (12 hours)

ENG-180	Humanities World Literature	3
HST-180	Humanities World Civilization	3
MUS-180	Humanities Fine Arts	3
PHL-180	Humanities Philosophy	3

These courses are built on the model of a basic focus on seven major historical periods: Great Age of the Greeks, Greco-Roman World, Medieval Era, Renaissance and Reformation, Rise of Modern Empire and Age of Enlightenment, Nineteenth Century, and Twentieth Century. John Wesley Honors College students may meet this requirement by taking four semesters of HNR-100.

Biblical Literature (6 hours)

Two courses in biblical literature — one from the New Testament and one from the Old Testament.

Advanced Writing or Literature (3 hours)

One course in writing (WRI) above 120 or literature (ENG) above 200 EXCEPT for ENG-140, ENG-141, ENG-170, ENG-201, ENG-241, ENG-352, ENG-383, ENG-455 and WRI-210, COM-223, WRI-360, WRI-356, WRI-475.

Health and Wellness (2 hours)

Students may take two PHE Activity courses in one semester. The courses must be taken sequentially (i.e., one must meet in the first half of the term; the other must meet in the second half of the term). Students may add the second class up until the day the class starts if there are openings in the class, and the drop/add slip is signed by the professor of the class.

PHE-101	Concepts of Health and Wellness	1
PHE-102-139	One PHE Activity Course	1

Social Science (9 hours)

Three courses - No more than one from any of the following areas:

ECO	Economics	3
HST	History	3
POL	Political Science	3
PSY	Psychology	3
SOC	Sociology	3

Science/Mathematics (7 hours)

Lab science	4

Mathematics (MAT-104, MAT-107, MAT-111, MAT-112, MAT-113, MAT-130, MAT-204, MAT-223, MAT-253, MAT-254, MAT-255 or MAT-305) **or**

Computer (CIS-117, CIS-121, CIS-122, CIS-125 or CIS-126) **or** 3

CLEP Test (College Mathematics, College Algebra, or Calculus) **or**

AP Exam (Calculus or Statistics)

Graduation Requirements and Procedures

Application for graduation must be made two semesters before the expected graduation date. Application forms are available in the Residential Academic Services office and at <http://wildcat.indwes.edu/Registrar/Forms/>. The application form must be completed and signed by all academic advisors. A student may complete his/her requirements at midyear, in the spring, or in the summer. Commencement exercises are held in December, April, and August and conferral of degrees happens only on these commencement dates. Only those completing all requirements by August and December are eligible to participate in the August and December commencements, respectively. Undergraduate CAS students whose graduation is conditional upon May or summer school attendance may be granted the right to special participation in the spring commencement exercises before all graduation requirements have been met. In this case, the degree will be awarded in August, after all degree requirements have been completed.

Total Credits Needed for Graduation (124 semester hours)

- Completion of 124 semester hours; however, some majors may result in the student earning greater than 124 credit hours by graduation.
- Cumulative GPA of 2.0 or higher
- Completion of the designated semester hours in the major area with a GPA of 2.25 or higher as required by the major. Additional requirements as prescribed by each department must also be met.
- Completion of all general education requirements

Attendance at graduation exercises is required. Petitions for the “in absentia” granting of degrees must be approved by the university registrar.

Academic Honors - CAS and Pre-licensure Undergraduate Candidates

Graduation Honors are a recognition given to baccalaureate students at commencement to acknowledge outstanding grade point averages earned. No Honors are awarded at the associate or the master's degree level. Eligibility for Honors is determined as follows:

1. A minimum of 80 graded hours from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education (formerly the Accrediting Association of Bible Colleges).
2. A minimum of 40 graded hours must be from Indiana Wesleyan University.
3. All graded qualified coursework transferred and transcribed are used solely in the calculation of the Honors GPA.
4. For students with transfer work, the Indiana Wesleyan University GPA will appear on the transcript and in the shaded portion of the Grade Report; the Honors GPA, which will include grades from transferred courses, will appear below the shaded portion on the Grade Report.

Baccalaureate degree candidates will be awarded Honors as follows:

1. GPA of 3.5 or higher - “cum laude” (with honors)
2. GPA of 3.7 or higher - “magna cum laude” (with high honors)
3. GPA of 3.9 or higher - “summa cum laude” (with highest honors)

Diplomas - CAS, SON Pre-licensure Nursing, and School of Health Sciences

Diplomas are mailed after the conferral of degrees. The university confers degrees three times a year in the spring, fall and winter (April, August and December). Diplomas indicate degree earned, date of degree, major, and honors. A student's financial account must be settled to receive a diploma or transcript.

Student Development

Purpose

The Indiana Wesleyan University mission statement emphasizes the development of students in character, scholarship, and leadership. The emphasis of the Student Development Office is on helping students to achieve this growth by being concerned about the environment outside of the formal classroom-lecture-laboratory setting. Thus, the following statement of purpose:

Student Development purposes to help students grow and develop psychologically, intellectually, physically, spiritually, and socially by structuring the campus environment in ways that will give each student the opportunity and potential for such personal growth.

Luke 2:52 states that Jesus "... grew in wisdom and stature, and in favor with God and man." Scripture presents a model for personal growth psychologically, intellectually, physically, spiritually, and socially that focuses on building committed leaders for the Kingdom. Student Development attempts to evaluate all programs and services with this model in mind.

Academic, Counseling, and Testing Services

The Center for Student Success offers several services for student success, advising for success in college with resources for developing study skills and time management. Tutoring services are available on a limited basis in all basic education and many specialized courses. Tutoring helps to strengthen a student's basic academic skills and course content knowledge so that he/she experiences improved academic development. Tutors are IWU students recommended by faculty, trained by professional staff, and paid to assist their fellow students. The program is beneficial for the students as well as the faculty.

Testing services include the SAT, MAT, CLEP, testing accommodations (see "Disability Services"), and counseling assessment. Tests are scheduled individually.

The Center for Student Success also houses a federally funded TRIO program that offers a range of services for eligible students. The main goal of the program is to provide additional support services necessary to increase college retention and graduation. The program is open to first generation students, low-income students and students with disabilities.

Counseling services focus on assisting each student in developing skills, abilities, and potential within the academic, social, spiritual, physical, and emotional climate of the campus. Counseling is professional and confidential. Personal counseling includes support for psychological and emotional issues, as well as behavioral transitions.

Athletics

The Indiana Wesleyan University athletic program is an integral part of the institution's total education program, subject to the same aims, policies, and objectives as other institutional programs. The four core values of the Department of Intercollegiate Athletics are Spiritual Growth, Academic Excellence, Leadership Development, and Athletic Excellence.

The Wildcat men compete in intercollegiate soccer, tennis, cross-country, basketball, baseball, golf, and track and field. Memberships are held in the NAIA (National Association of Intercollegiate Athletics), the NCCAA (National Christian College Athletic Association), and the MCC (Mid-Central Conference).

The Wildcat women compete in intercollegiate soccer, tennis, golf, cross-country, volleyball, basketball, softball, and track and field. Memberships are held in the NAIA (National Association of Intercollegiate Athletics), the NCCAA (National Christian College Athletic Association), and the MCC (Mid-Central Conference). Our co-ed competitive cheer team competes in NCA National Competitions as well as cheering at all home basketball games.

The physical education and intramural sports departments provide vital programs to the students as well. Lifetime sport participation is emphasized in the physical education instruction program, while the intramural sports program allows students to pursue leisure time needs and interests in an organized and competitive manner.

Commuter Students

Commuter students who have never lived in the residence halls are expected to abide by the community standards listed in the *Student Handbook* while on campus, in the presence of resident students or while attending university-related events. Handbooks are available online at <http://www.indwes.edu/Residence-Life/>.

Commuter students receive the same services and opportunities as all other students on campus. The Barnes Student Center has a lounge specifically designed for commuter students with a kitchen, lockers, lounge furniture, and tables for group studying. Commuter students have representatives on the Student Government Association to whom they may register concerns or work toward better services for commuter students. Questions concerning commuter students may be directed to the Student Development Office.

Community Standards

Indiana Wesleyan University, as a Christian university, is a community joined together to further academic achievement, personal development, and spiritual growth. Together the community seeks to honor Christ by integrating faith, learning, and

living, while its members' hearts and lives mature in relationships to Jesus Christ and each other. With this purpose, it is desired that each member of this community is either committed to Christ or has respect for a Christian perspective.

Living in a community of believers is a special privilege. This quality is emulated by demonstration of God's grace. IWU, therefore, places great value on the following relationship characteristics: 1) being dependent and accountable to one another; 2) serving one another in the community, nation, and world; 3) supporting one another, especially those experiencing personal trials; 4) resolving problems through loving confrontation; and 5) restoring relationships that have been hurt.

Faith in God's Word should lead to behavior that displays His authority in our lives. The following statements exhibit the university's continuing desire to integrate faith and action in a relevant manner; however, these positions are not set forth as an index of Christianity.

Scripture teaches that certain attributes such as love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control are to be manifested by members of the Christian community. By contrast, Scripture condemns such attitudes as greed, jealousy, pride, lust, needless anger, an unforgiving spirit, harmful discrimination, and prejudice. Furthermore, certain behaviors are expressly prohibited by Scripture. These include theft, lying, dishonesty, gossip, slander, profanity, vulgarity, adultery, homosexual behavior, premarital sex, drunkenness, gluttony, immodesty, and occult practices.

Corporate worship aids in community building and support of the body of Christ. We gather as a community at special times for nurture and admonition in the things of God. These activities include chapel, spiritual emphasis weeks, and other university-related religious events.

Scripture teaches that all actions (work, study, play) should be performed to the glory of God. The university endeavors, therefore, to be selective in choices of entertainment and recreation, promoting those which strengthen the body of Christ and avoiding those which would diminish sensitivity to Christian responsibility.

All Indiana Wesleyan University students are expected to keep the rules of the university from the time they are accepted for admission to the university until they either graduate or officially withdraw from school (this includes vacation times).

All public activities, such as social gatherings, outings, or campus programs sponsored by student groups or by an individual must have plans submitted for approval in advance to Student Development.

All automobiles, motorcycles and bicycles must be registered with Campus Police and a permit secured and positioned on the vehicle/bicycle properly to have permission to be parked on campus.

Students at the time of their application for admission agree to live within the framework of the university's student code of conduct. Any violation of behavior standards of the university would be sufficient reason for placing the student on citizenship probation, suspension, dismissal, or in some instances, withdrawal from school.

Each student is responsible to be familiar with regulations concerning the residence hall, regulations published in the *Student Handbook* and other official university publications, and to abide by them consistently.

Disability Services - CAS and Pre-licensure Nursing

The Center for Student Success works to make programs and facilities available to students with a disability in a non-arbitrary and beneficial manner. The Director of Disability Services is responsible for receiving a request for academic or physical accommodations. The director will work with the student to obtain and review the required documentation and will assign reasonable accommodations based on documentation that supports the student's request. Academic accommodations include, but are not limited to, alternative testing environments, note-taking services, taping lectures, books in alternate format, and adaptive technology.

Drug Abuse Prevention

Drug abuse in the United States has become a major problem, and students at Indiana Wesleyan University are not immune. If you need assistance with a drug abuse problem, we encourage you to seek help at your local community drug abuse prevention center. To talk to someone in a strictly confidential atmosphere, please feel free to contact The Center for Student Success (800-332-6901) at our Marion campus. All conversations are private and will not affect your attendance at the university.

If you would like to talk to someone outside Indiana Wesleyan University, please feel free to call one of the following numbers, or a hospital or treatment center in your area:

1. The National Cocaine Hotline, 800-COCAINE, 800-262-2463.
2. National Institute on Drug Abuse, 5600 Fishers Lane, Room 10A-30, Rockville, MD 20857, 800-662-HELP, 800-662-4357.

Food

Within the Barnes Student Center there are a variety of campus dining options. The food service contractor provides well-balanced meals at reasonable cost.

A standard meal plan is automatically part of a resident student's room and board contract. Residents dine in the Baldwin dining room for all their meals but have conversion meal options in the Wildcat Express (food court) as well. Due to cleanliness and health reasons, students are not allowed to cook in their residence hall rooms. During holiday vacations, between semesters, and during spring recess food service is not available.

Commuter students are encouraged to eat their meals in the Baldwin dining room or the Wildcat Express. Commuter students purchase points that are applied to their ID card and used on a declining balance system.

Health Services

Students must submit a health history with required immunizations and insurance information as part of the admissions process to Indiana Wesleyan University. The university Health Center is staffed by registered nurses and a nurse practitioner and serves students as well as faculty/staff. Students may be seen on a walk-in basis by a registered nurse or by appointment with the nurse practitioner. There is a fee to see the nurse practitioner, which can be billed to the student's insurance or paid by students. The Health Center has some prescription medications, including antibiotics, for a fee.

IMPORTANT: All students need to provide for their own health insurance. Health insurance is strongly encouraged for all students. The university has available a student health insurance plan for students that are not covered through parents, guardian, or employee. For information regarding student health insurance contact the Health Center at healthcenter@indwes.edu.

Information Desk - Marion Campus

The Information Desk, located on the first floor of the Barnes Student Center, is the best location on campus to find details regarding phone numbers, campus events, and campus offices. Phone 765-677-4636 for more information.

Intercultural Student Services

The ISS Office approaches diversity from a biblical perspective affirming that diversity is an expression of God's image, love, and boundless creativity. We believe that all people, without exception, bear the image of God. Our pursuit of diversity involves fulfilling Christ's command to love our neighbors as ourselves. We support a diverse university as an expression of our submission to the Lordship of Christ. To that end, we submit to Christ and love one another as we appreciate individual uniqueness while pursuing the unity for which Jesus prayed. We demonstrate our commitment to the ministry of reconciliation by creating the space where we celebrate diversity, increase intercultural competence, and build community. Intercultural Student Services seeks to enhance the effect of our co-curricular programming and become a resource to all community members by providing cutting edge and impactful leadership and sensitivity training concerning matters of diversity, inclusion, and intercultural competence at IWU.

New Student Orientation

All entering undergraduate students are required to participate in an orientation conducted at the beginning of the semester or program. This orientation is designed to acquaint students with the university programs and services available from the various offices.

Performing Arts

The Phillippe Performing Arts Center hosts performances by the IWU Music Division and IWU Theatre Guild. Performances are open to the campus community and the public.

This mission remains focused on a higher goal: to experience the limitless, wondrous creativity of how God is revealed to us through ministry in the arts.

Publications

Staff positions on the *Sojourn* (the student newspaper) are available for students interested in writing, photography, layout, and editing for print media. Paid positions are available for students.

The *Sojourn* is usually published every other week and made available to students. The newspaper covers many aspects of campus life through accurate and investigative reporting.

The *Caesura* is a literary magazine that features the creative writing and visual art of students. Published each spring.

Recreation

The mission of the Department of Campus Recreation is to provide a wide variety of quality recreation, sports, fitness, and leisure activities that will increase the overall wellness of the campus community and to provide dynamic programming that enhances leadership and social development in an environment that is fair, safe, and Christ-centered.

All enrolled students (resident and commuters) as well as faculty, staff, administrators, and their spouses are eligible to participate in activities sponsored by the Department of Campus Recreation.

Activities include, but are not limited to: intramural sand volleyball, flag football, softball, racquetball, tennis, wallyball, soccer, volleyball, basketball, golf, ultimate Frisbee, bowling, table tennis, and billiards.

Students, faculty, staff and administrators also have access to a state-of-the-art recreation and wellness facility.

Residence Life

The Residence Life program at Indiana Wesleyan University is designed to provide each resident with the opportunity to grow not only academically but also socially and spiritually. The most successful students after graduation have mastered not only their course of study but have developed other areas of their lives, becoming well-rounded and balanced. With this in mind, the residence hall becomes much more than a place to sleep and study. It is a community of learning that helps students more effectively grow into the image of Christ. Our hope is that students will find the residence halls a place where individuals will join together as a family to learn from one another.

The Residence Life program is administered by the Associate Vice President for Residence Life. Each residence hall or area has a trained professional resident director (RD) living in the hall. Each living unit (approximately 35 students) has a specially selected and trained undergraduate resident assistant (RA). Residents are supported through the growth process by the RA, who also coordinates a weekly devotional Bible study for residents. In addition, the Resident Hall Chaplain supplies spiritual support and guidance for the residents. The Residence Life Staff and Unit Parent Program (where the families of faculty and staff interact with each unit) provides abundant opportunity for personal support. Residents are challenged to grow into the fullness of Christ through planned activities and programs.

The Residence Life program at IWU provides a developmental approach for housing students. Freshman through senior students live in one of the traditional residence halls. Reed Hall, Martin Hall, Evans Hall, Carmin Hall, and Hodson Hall are all traditional residence halls. Bowman House, Beckett Hall East and South Hall East are designated as "freshman" halls and house first-time students who desire an environment intentionally designed to meet their unique needs. Beckett Hall East and Beckett Hall West as well as South Hall East and South Hall West offer a purposeful environment, tied closely to the university's mentoring program. Sophomores, juniors and seniors have the opportunity to live in suite style units within Kem Hall, Scripture Hall, Beckett Hall West, and South Hall West. Junior and senior students may apply in one of the apartment-style living areas. These apartment areas include the Lodges and the Townhouse apartments. Resident students begin their stay on campus in the traditional residence halls with more support and accountability. As they grow developmentally and interdependently, students may transition into more independent-style living in the apartments if qualifications are met. Finally, the University Court offers housing and community for married students.

Prospective students interested in attending IWU and living on campus must submit a \$100 tuition deposit prior to completing an online housing application. Room assignments will be made according to the date the tuition deposit is paid.

Returning students who wish to reserve a room must complete Returning Student Application with a \$50 housing deposit (paid at the Student Account Services office, CAS). This money will be applied to their account after the drop-and-add period. All cancellations must be received prior to June 1 for a refund. Students may self-select a room online during housing selection, according to procedures outlined by the Housing Office.

The residence halls and apartments are closed during Thanksgiving, Christmas, and spring break vacations. There is no food service offered during these periods. During these times students must secure their own housing and food arrangements. Student Development will assist students who are having difficulty securing break housing. Students will be charged for room damage beyond normal wear and tear.

All single students enrolled in seven credit hours or more must live in university-supervised housing unless they are 23 years of age, have attained 90 credit hours, or live with their parents. Documentation for all commuter students is required by the Housing Office. All exceptions must be granted by the Student Development Office.

We recognize that dancing is an issue about which committed Christians disagree and that discretion and maturity are required if dancing is to be an edifying activity. We therefore covenant together as a community to make decisions about our participation in dancing that reflect our commitment to Christ, our pursuit of holiness, our desire for purity in relationships, our adherence to biblical principles, and gracious sensitivity to others.

Resident Students

All residence hall students (or those who have resided on campus for at least one semester) are expected to live by these additional standards:

Since the body of the Christian is the temple of the Holy Spirit, deserving respect and preservation of its well-being, the university therefore prohibits the use of tobacco in any form and the use of alcoholic beverages. Under no circumstances should controlled substances such as marijuana, hallucinogens, depressants, stimulants, cocaine, and narcotics be used, possessed, sold, or distributed on or away from campus unless prescribed by a physician. Students are also legally prohibited from sharing prescription drugs or abusing legal substances.

Scripture teaches the stewardship of God-given resources. Therefore, gambling (the exchange of money and goods by betting or wagering) in its various forms is prohibited.

Safety Policies and Campus Crime Statistics

IWU Safety Policies can be accessed at <http://www.indwes.edu/safety> and includes crime statistics on certain reportable crimes, as well as policies concerning alcohol and drug use, crime reporting and prevention, sexual assault and other related matters. Anyone wishing a paper copy of the policies may contact the Office of Institutional Research at 765-677-1566.

Spiritual Life

Providing spiritual growth opportunities for students has been a hallmark of Indiana Wesleyan University from its beginning. Students are introduced to many different growth opportunities. This includes what takes place in the classroom, where faculty integrate faith and learning and have a vital interest in the spiritual life of students.

Providing chapel for students is another spiritual growth opportunity. Chapel is held Monday, Wednesday, and Friday throughout the semester and on Tuesday during special emphasis weeks. Chapel is a time for the university community to join together for worship and growth. Being able to attend Chapel is a wonderful opportunity and privilege.

Regular attendance at chapel-convocation sessions is expected for all students and required for all resident students and full-time commuting students under the age of 23 who have classes both before and after the chapel period. Excessive absences must be made up. See the *Student Handbook* for details.

Residence halls also provide spiritual growth opportunities. Halls have weekly devotional times and students are encouraged to join a small group where Scripture memorization, accountability, prayer, and Bible study occur.

Soul-search adventure discipleship trips take students into God's creation to grow from lessons learned through camping, rock-climbing, trekking, and similar experiences.

Christian service teams minister in area churches, family camps, and youth camps through music, sermons, drama, and testimonies. The University Chorale, Wind Ensemble, and music teams travel extensively, ministering through Christian music. IWU, through World Impact, also plans and promotes several short-term mission trips through the year. A student can also find opportunities to serve through local community ministry organizations, churches and on-campus student organizations.

Spiritual growth and service opportunities are offered to students to help them to grow deeper in their relationship with God and for them to have a better understanding of how they can better serve Him and humankind with their gifts and talents.

Student Center

The Barnes Student Center is the community center of the university for all members of the university family--students, faculty, administration, alumni, and guests. It represents a well-considered plan for the community life of the university.

The Barnes Student Center provides for the services, conveniences, and amenities that the members of the university family need in their daily life on campus and for getting to know and understand one another through informal association outside the classroom.

The Barnes Student Center is part of the university educational process. It provides a social and recreational program, aiming to make free time activity a cooperative factor with study in education. Its goal is the development of persons as well as intellects.

Student Life and Activities

Student organizations and other activities provide co-curricular and extracurricular opportunities on campus in leadership and personal growth. Students are encouraged to participate in a variety of campus student organizations and activities with the intent to develop leadership skills as well as grow spiritually. The following groups and activities are designed to meet students' needs and interests.

Student Activities Council

The Student Activities Council (SAC) consists of student coordinators who organize campus activities. SAC activities are designed to promote spiritual growth, develop and maintain school spirit, and provide fun and meaningful programs for students, faculty, staff, and the IWU community. Activities planned by the council range in interest, appeal, and complexity. Traditional events include Homecoming activities, Family Weekend, Kids' Day, SAC Weekend, and Spotted Cow Music Festival. The purpose of the Student Activities Council is to provide opportunities for students to interact socially, spiritually, and intellectually outside of the classroom.

Student Government Association

The Indiana Wesleyan University Student Government Association (SGA) represents students in matters of self-government and problems of mutual interest to the student body and the university. Student Government is comprised of an executive board (president and cabinet), senators for academic divisions, residence halls, and representatives from student organizations. The Indiana Wesleyan University Student Government Association represents the concerns of the students to the university administration and selects students to sit as members on university faculty committees.

Student Organizations

IWU proudly offers many opportunities for students to be involved in extracurricular activities. More than 30 student organizations are organized and run by students and are designed to meet a variety of interests. Student organizations represent interests in academic, social issues, recreation and student publications. Other student leadership opportunities exist in the New Student Orientation Program. For a listing of specific organizations, please contact the Student Development Office or visit the Wildcat page at <http://wildcat.indwes.edu/Student-Organizations/>.

Upward Bound

Upward Bound at IWU is a college preparatory program funded by the U.S. Department of Education. It serves youth from local high schools that are from homes where parents meet certain income guidelines; do not have baccalaureate degrees and/or students that exhibit a high risk for academic failure. During the school year, support is given through weekly tutoring sessions and twice a month. Meetings focus on study skills, financial literacy, cultural experiences, college visits, assistance with college entrance exams, the college admissions process, and scholarship searches. Intensive academic instruction is offered by means of a six-week on-campus summer program. IWU students and staff are utilized to provide tutoring, workshops, residence hall supervision, and classroom instruction.

Financial Information - College of Arts and Sciences

Tuition and Fees

It has always been the intent of Indiana Wesleyan University to keep the benefits of education within the financial possibilities of all who wish to attend. This is done by charging the student less than the actual cost and by using numerous financial assistance programs.

Tuition

Tuition charges include all academic services, except those that require special fees, as listed on the Student Account Services Account Information Brochure, included in all schedule of classes, for each semester.

Charges are based on the total number of credit hours per semester. The same rate applies to day and night classes. Special rates may apply to May term and Summer Sessions.

Students taking six or more credit hours may qualify for financial aid and should contact the Financial Aid Office.

The total cost of tuition depends on the total number of credit hours (either day or night classes) taken per semester, as follows (for the 2013/2014 school year):

Number of Credit Hours	Cost Per Semester
1	\$502
2	1004
3	1506
4	2008
5	2510
6	5070
7	5915
8	6760
9	7605
10	8450
11	9295
12 - 16	11814

Credit hours above 16 per semester will be charged at \$845 per credit hour.

Fees

Art Studio Courses and Graphics	\$75 per course
Late/Change Registration Fee	\$25 additional charge
Medical Laboratory Technology	\$30 per semester
PSY-150 Fee	\$32 per course
PSY-290 Fee	\$35 per course
PSY-291 Fee	\$125 per course
SWK-343 Fee	\$125 per course
ADC-291 Fee	\$125 per course
Nursing/Clinical Fee	\$30 per credit hour
Nursing/Lab Fee	\$160 per course

Nursing testing fees...

vary depending on the semester and will be assessed to student accounts on a semester basis. Please contact the Nursing office to determine if you will have a testing fee for the current semester.

Private Lessons

(1/2 hour lesson)	\$175 per semester
(1 hour lesson)	\$300 per semester
Senior Recital	\$200 per course

Teaching/Psychology

Student Teaching Fee	\$25 per credit hour
Practicum Fee	\$25 per credit hour
Independent Learning Fee	\$100 per credit hour
Transcript Fee	\$3 per request
Music Uniform Fee	\$30 per semester
Cross-cultural Student Teaching Fee	\$300
ATR-196	\$20 per course
Athletic Training Education Program Fee	\$190 total for traditional 4 year student
Annual TB Test	\$10
Physical Examination	\$10
Annual Criminal Background Check	\$30
Audit (Record is made)	\$25 per credit hour
Credits-in-Escrow	\$50 per course

Examination/Assessment Fees

Portfolio Fee	\$150
Life Experience	\$35 per credit hour
Other Assessment	\$40 per credit hour
Credit by Examination	\$25 per credit hour

Room Cost

Cost for the fall 2013 semester, as well as for the spring 2014 semester, is \$1860 per semester. This cost covers the periods of time while school is in session, per the approved university calendar.

Summer Housing Charges - There is a charge for all students living in campus housing. One may contact the Student Account Services, CAS, for the charge for summer. Arrangements for summer housing must be made in the Student Development Office.

Meal Plan Cost

The full meal plan for the fall 2013 semester, as well as for the spring 2014 semester, costs \$1920 per semester.

The above charges cover the time when school is in session, per the approved university calendar. No refunds will be given for meals missed unless approved by the associate dean of Student Development. All arrangements for meal plans must be made in the Student Development Office.

Freeze Room and Board: Room and board will be frozen at entry level through the enrollment at IWU, including the graduate level, providing:

1. Student has paid all tuition, fees, and room and board charges by the due dates listed for both the fall and spring semester for the prior academic year.
2. The student must remain full-time each semester of each subsequent year.
3. The student must abide by available payment methods. Late payment of the school bill will be cause for forfeiture of this benefit.
4. The student must elect the full meal plan each semester and live on campus consecutive semesters.

If you lose the room and board freeze

1. If the student misses the freeze one year, the student may gain it back the next year by paying each semester by the due date for both fall and spring and then it will be frozen the next year at the prior year's rate.

The freeze discount takes effect at the beginning of the student's third semester on campus and will be credited to the student's account upon meeting the above requirements.

Estimated Costs

	2013-2014 Per Semester	2013-2014 Per Academic Year
Tuition (full-time student)	\$11,814	\$23,628
Room (would not apply to commuter students)	1860	3720
Board - Full Meal Plan (would not apply to commuter students)	1920	3840
Total	\$15,594	\$31,188

(\$11,814 per semester for a full-time commuting student)

Special fees, books, supplies, travel, and personal expenses are additional.

Payment Terms

Students enrolled in Fall Semester 2013 must have an approved payment plan in place, or pay their bill in full by **August 15, 2013**. Likewise, students enrolled in Spring Semester 2014 must have an approved payment plan in place, or pay their bill in full by **December 15, 2013**. Exceptions to these deadlines are possible only if financial aid is still pending, *as long as all requested information has been submitted*. If all requested documents have not been submitted to the Financial Aid Office by August 15 or December 15, *the remaining balance is due immediately*.

Payment Options

You may choose one, all, or any combination of the following:

PLAN ONE: Pay net amount due by August 15 for the fall 2013 semester or by December 15 for the spring 2014 semester. Net amount due represents total charges, less any scholarships, grants, or campus- administered loans confirmed by the Financial Aid Office. IWU accepts VISA, DISCOVER, MASTERCARD and AMERICAN EXPRESS. Online payments may be paid through the secure student portal by selecting 'Pay on My Account' located in the student account information.

PLAN TWO: Pay net amount using any Federal Direct Loan or Parent PLUS loan. All paperwork must be received in the Financial Aid Office by August 15, 2013 for the fall or December 15, 2013 for the spring. **THIS IS VERY IMPORTANT!**

PLAN THREE: Enroll in a tuition payment plan that spreads net amount due over each semester. IWU partners with Official Payments to offer the multiple tuition payment plans noted in the chart below. Spring tuition payment plans can be arranged at the same time as fall tuition payment plans or immediately prior to spring semester.

Payment Plan	Payment Plan Enrollment Dates	1st Payment Due Date
FALL		
6 month plan	5/01/2013 to 11/01/2013	6/10/2013
5 month plan	5/01/2013 to 11/01/2013	7/10/2013
4 month plan	5/01/2013 to 11/01/2013	8/10/2013
SPRING		
6 month plan	5/01/2013 to 5/01/2014	12/10/2013
5 month plan	5/01/2013 to 5/01/2014	12/10/2013
4 month plan	5/01/2013 to 5/01/2014	12/10/2013

If you enroll after the 1st payment due date, a "catch-up" payment will be required for plan eligibility. For example, if you enroll on 6/15/2013 for the fall 6-month plan, you will be required to submit the first payment at the time of enrollment.

Refund of Tuition

Registration is an agreement between the student and the university. If a student withdraws, a refund may be given, depending upon the period of time that has elapsed from the beginning of the semester. Refunds apply to those completely withdrawing from school, not to those who drop a course.

Notice about Withdrawal

Students must contact the Registrar's Office to withdraw from classes if they are unable to secure funding for their college expenses. The Registrar's Office must be notified before the first two weeks of the semester in order to receive 100% refund. If a student does not formally withdraw through the Registrar's Office, grades of "F" will be given for the semester. The following table reflects the percentage/amount of refund allowable to those who completely withdraw from school.

Tuition and Fee	Tuition Refund	Room Refund
During the first week	100%	75%
During the second week	100%	50%
During the third week	75%	25%
During the fourth week	50%	-0-
During the fifth week	25%	-0-

No refunds after the fifth week.

*Special fees, such as private lesson fees, are refundable according to the same percentages as tuition.

Refund of Meal Plan

A student will be charged or refunded \$18.45 per day. No board refunds will be given after December 1, 2013, for the fall semester or April 1, 2014, for the spring semester.

Scholarships and other forms of financial aid are taken into consideration when refunds are calculated and are prorated according to program restrictions.

Financial Aid

General Information - CAS and Pre-licensure Nursing Financial Aid

The role of financial aid at Indiana Wesleyan University is to make a quality Christian education affordable to each and every student who qualifies.

Criteria for Aid: Everyone receives aid! All full-time students admitted to Indiana Wesleyan University will receive institutional aid. Students are not required to file the FAFSA to receive these institutional awards, but are encouraged to file in order to be eligible for grants based upon financial need. For the purposes of student financial aid, "need" is defined as the difference between the total cost of education and the amount a family may be expected to contribute toward that education. Most financial aid at Indiana Wesleyan University is awarded on the basis of demonstrated need. In addition, most forms of federal, state, and institutional financial aid are intended to assist those students who have not already earned a first baccalaureate degree.

Types of Aid: Student financial aid can be classified under four major headings: scholarships, grants, loans, and work programs.

Scholarships and grants are both forms of nonrepayable aid. The term "scholarship" usually is applied to an award that recognizes academic achievement or promise. Sometimes the amount of a scholarship depends on the financial need of the recipient. Grants are usually based on financial need.

Loans and work programs are forms of self-help aid. Student loans often contain desirable features such as deferred payments during periods of schooling, low interest rates, interest subsidies, or provision for working off the loan obligation through future service in a particular profession. Work assignments connected with the student aid program consist of part-time campus jobs.

Applying for Aid: All students desiring financial aid must submit the Free Application for Federal Student Aid (FAFSA) available on the Web at www.fafsa.ed.gov. After evaluation by the Financial Aid Office, this information is used to determine the kinds and amounts of need-based aid for which the student qualifies.

Calendar for Financial Aid

January 1 – Earliest date to file Free Application for Federal Student Aid (FAFSA).

March 10 – All students applying for financial aid must have their FAFSA filed **and** received by the federal processor by this date to ensure consideration for all forms of financial aid.

A Complete File Consists of the Following:

1. Submission of the FAFSA to the federal processing center indicating IWU as one of the schools to which the data should be sent.
2. Notice of acceptance to students for admission to the university.
3. Additional documents (i.e., tax transcripts) as needed and requested by the Financial Aid Office.

Awarding of Aid: Once application forms begin to arrive in the Financial Aid Office, notices are sent to make applicants aware of any missing forms or to request additional information that may be required. Additional documents must be provided by the date specified in the letter. Without these documents, no financial aid can be awarded. All financial forms are thoroughly edited, and the Financial Aid Office communicates with the student or parents to resolve any significant questions. When the financial aid award has been made, the student is notified via the Financial Aid Award Letter or email notification.

The aid package offered to an applicant consists of a combination of scholarships, grants, loans, or work, depending upon the recipient's aid eligibility. If an aid package includes certain kinds of federal assistance, the sum total of the individual awards cannot exceed the student's calculated financial need. Also, the total of awards that apply only to tuition/fees is limited to the amount of standard tuition/fee charges. While student aid awards are committed for the whole school year, just one-half the amount of each scholarship, grant, or loan is applied to the student's account each semester.

Failure to register at the beginning of a semester, or enrollment for fewer than the required number of credit hours, automatically cancels all awards for the semester. A financial aid recipient who officially withdraws from the university or drops below the required number of credit hours during the refund period of a semester will have an adjustment made in the student aid package. Copies of the university's Packaging Policy are available upon request.

Some forms of aid require students to complete 30 credit hours per year for full renewal. If you have questions please contact the Financial Aid Office.

Requirements for Receiving Aid: In order to qualify for all federal funds with the exception of a Federal Pell Grant, a student must be enrolled at least half-time. A student is classified as half-time if registration is for a minimum of six credit hours per semester or a total of six credit hours during the summer sessions. Institutional and state scholarships and grants, however, require full-time enrollment (a minimum of 12 credit hours per semester). In addition, Pell Grant, FSEOG, state aid programs, and most forms of institutional aid require that the student does not have a previous baccalaureate degree. Financial aid recipients are required to maintain satisfactory progress toward a degree in their chosen course of study. The institutional Satisfactory Academic Progress Policy outlines the specific details of this requirement. Any student receiving an institutional grant award is expected to maintain an acceptable citizenship record.

Satisfactory Academic Progress

Students must make Satisfactory Academic Progress (SAP) towards earning a degree as stipulated below to receive financial aid at IWU from all federal and state student aid grants, Work Study and loan programs. Some additional grants and scholarships may also use part or all of the SAP standards as minimum criteria for funding eligibility.

REVISED effective May 2008

	Undergraduate Programs		
Total Hours Earned and Recognized by IWU for Degree Consideration from All institutions	1-28	29-44	45-up
Minimum Cumulative GPA	1.80	1.90	2.00
Minimum Pass Rate Percentage of Total Hours Successfully Completed (Measured as Hours Earned ÷ Hours Attempted)	67%	67%	67%
Maximum Total Credit Hours or Time Allowed to Complete Current Primary Degree Requirements	150% of the specific degree programs published length		

Satisfactory Academic Progress will be measured annually at the end of the summer term. Students who fail to meet the minimum policy standards will be placed on SAP Suspension. Aid eligibility will resume when the student raises his or her

cumulative academic measurements to the required levels or has a SAP Appeal approved. SAP suspension may be appealed if unusual and/or mitigating circumstances affected their academic progress. Such circumstances may include a severe illness or injury to the student or an immediate family member, the death of a student's relative, student activation into military service or other circumstances as deemed appropriate for consideration by the SAP Appeals Committee.

To appeal, the student must submit a legible letter, a completed SAP Appeal Form and supporting documentation to the IWU Financial Aid Office. These must explain in detail why the student failed to meet the minimum academic standards, what unusual and/or mitigating circumstances contributed to the failure and how his or her situation has changed to allow the student to meet SAP requirements by the next calculation. Appeals must be received by the Financial Aid Office no later than 15 business days before the end of the term for which reinstatement is desired. Early appeal submission is strongly encouraged. A committee will review the appeal and will notify the student in writing of their decision. If an appeal is approved, the student will temporarily regain financial aid eligibility. Continuation of eligibility will be contingent upon the student demonstrating improved academic merit achievement as outlined by the SAP appeals committee through their Academic Plan.

Scholarships

National Merit Finalist/Semifinalist Scholarship

National Merit Scholarship Qualifying Test finalists and semifinalists may receive a \$15,000 award but are not eligible for other IWU academic scholarships. The student must be an entering freshman, submit a copy of the National Merit Certificate, have a 3.5 high school GPA, and enroll full-time each semester. National Merit Scholarships are renewable for up to eight consecutive semesters. To renew, students must be enrolled full-time (at least 12 credit hours fall and spring semesters) and must achieve a 3.2 minimum cumulative GPA. These credits must be completed by the end of May term each year. National Merit Scholarships are not available for enrollment in summer sessions, nor will credits earned or GPA achieved in summer sessions count toward eligibility requirements until the following fall or spring calculation. If lost, the scholarship may be reinstated following completion of the next fall or spring term, if eligibility requirements are met; however, recipient will have fewer semesters of eligibility remaining.

Academic Scholarship

Academic scholarships are available to new first-time freshmen based upon their excellence in their high school studies as shown by their standardized test scores and high school grade point average. These two measures of academic achievement combine to place students into eligibility for the following award levels.

Academic Awards 2013-2014

\$12,000/yr.*	President's Scholarship
\$10,000/yr.*	Dean's Scholarship
\$8,000/yr.*	Faculty Scholarship
\$5,000/yr.*	Achievement Scholarship
\$2,500/yr.*	Recognition Award
\$2,000/yr.*	Opportunity Award

*Must maintain scholarship-specific GPA requirement for renewal.

The National Excellence Scholarship is \$15,000 and includes students who are National Merit Semi-Finalists or Finalists, National Achievement recipients or in the National Hispanic Recognition Program.

Sample Freshmen 2013-2014

The table below shows examples of test score and high school GPA levels that can qualify a student for the various awards. These are examples and not necessarily minimum score components for each tier.

President's Scholarship \$12,000	4.0 GPA	1410 SAT I**/32 ACT
Dean's Scholarship \$10,000	3.9 GPA	1280 SAT I**/29 ACT
Faculty Scholarship \$8,000	3.7 GPA	1180 SAT I**/27 ACT
Achievement Scholarship \$5,000	3.3 GPA	1040 SAT I**/24 ACT

**SAT I - Only the scores of the math and reading section are considered.

Transfer Academic Scholarship

A full-time transfer student who has attended at least one full-time semester (at least 12 credit hours) at an approved college or university may qualify with a minimum transfer GPA of at least 3.0 on a 4.0 scale. A GPA on transfer work from more than one college or university will be calculated using a weighted average. A student with less than 12 credit hours must meet the requirements for the freshman Academic Scholarship. It is the student's responsibility to submit the necessary transcripts and test scores at the time of application for admission to Indiana Wesleyan University.

Transfer Academic Scholarships are renewable for students who enroll full-time (at least 12 credit hours fall and spring semesters) and achieve a 3.0 minimum cumulative GPA. These credits must be completed by the end of May term each year. Transfer Academic Scholarships are not available for enrollment in summer sessions, nor will credits earned or GPA achieved in summer sessions count toward eligibility requirements until the following fall or spring calculation. If lost, the scholarship may be reinstated following completion of the next fall or spring term, if eligibility requirements are met; however, recipient will have fewer semesters of eligibility remaining. Transfer Academic Scholarships are available for renewal for a total of six semesters.

Transfer Academic Scholarship

GPA/GED	AMOUNT
3.5 - 4.0	\$8,000 Faculty Scholarship (3.0 Renewal)
3.0 - 3.49	\$5,000 Achievement Scholarship (3.0 Renewal)
2.0 - 2.99	\$2,000 Opportunity Award (Good Academic Standing)

Grant County Leadership Scholarship

Funds for these awards are made available through a trust given to Indiana Wesleyan University in memory of Henry M. and Anna Shugart. Awards are given annually to graduates of Grant County, Indiana, high schools who have attained at least a 3.50 cumulative GPA (on a 4.00 scale) and possess positive leadership and citizenship traits. The award amount is \$2,000 per year for four years to entering freshmen, full-time students only. Students must apply through the high school guidance office by the announced filing deadline. The student must maintain a 3.50 cumulative GPA to renew the scholarship.

Athletic Service Grant

Several awards are granted each year to both men and women participating in intercollegiate athletics. Awards are made upon recommendation of coaches of the individual sports.

Music Scholarship

Scholarships are available by audition to qualified full-time students majoring in music. Contact the Division of Music for additional information.

Art Scholarship

Scholarships are available to qualified full-time students majoring in art. Contact the Division of Art for additional information.

Theatre Scholarship

Scholarships are available to qualified full-time students. Contact the Division of Communication and Theatre for additional information.

Church Matching Scholarship Program

Indiana Wesleyan University will match a local church's contribution to its Matching Church Scholarship Fund up to a maximum of \$900 per student. To qualify, the church must file an application with the Church Relations Office prior to the first day of classes each academic year.

Indiana Foundation for Home Schooling Scholarship

A \$1000 award is available to a home schooled student participating in the IFHS graduation ceremony. Students must submit an application and have a minimum cumulative GPA of 3.0 with SAT score of 1000 or an ACT score of 21. Scholarship renewable by maintaining a 3.0 cumulative GPA.

Indiana Higher Education Award (HEA) - Indiana Residents Only

The Commission for Higher Education (CHE) administers this grant program based on financial need. Potential recipients must submit the FAFSA and have it received at the federal processor by March 10. Recipients must be full-time students. Awards vary and are dependent on the type of diploma received and state funding.

Indiana Freedom-of-Choice Grant (FOC) - Indiana Residents Only

Full-time students who qualify for the Indiana HEA and who attend an approved Indiana private institution, such as Indiana Wesleyan University, are considered for this need-based award. It is not necessary for the applicant to file any forms other than those required for the Indiana HEA award.

Indiana 21st Century Scholars Program - Indiana Residents Only

Potential recipients applied in their 7th or 8th grade year to be part of the program and fulfilled a pledge of good citizenship. Recipients must submit their FAFSA and have it received at the federal processor by March 10. The student must also enroll full-time in an approved Indiana institution. Awards vary based on eligibility received for the Indiana Higher Education Award and Indiana Freedom of Choice Grant. Full renewal requires the student to complete at least 30 credit hours each year.

Family Tuition Grant

The grant will be \$1,000 toward tuition only for each full-time undergraduate student from the same family attending the residential campus (the Transition to Nursing Program does not qualify). The definition of family is meant in the traditional, not extended sense. This could be any combination of husband/wife/father/mother/unmarried dependent sons or daughters. It is intended to assist families where two or more "living under the same roof" are attending Indiana Wesleyan University on a full-time basis in traditional programs of study.

Pastor Dependent Grant

A recipient must be a dependent undergraduate child of a full-time ordained minister serving in a local church during the academic year in which the award is granted. The student must enroll full-time; the amount is \$1,800 per academic year.

Grants

Federal PELL Grant

Any U.S. citizen who does not have a baccalaureate degree can apply for a Pell grant by completing the FAFSA. Awards are based on financial need and range from \$605-\$5645 for the 2013-2014 academic year.

Federal Supplemental Educational Opportunity Grant (FSEOG)

These awards range from \$100 to \$4,000 per year, depending upon financial need and funding received by IWU. Recipients must also be eligible for the federal Pell Grant.

Indiana Wesleyan University Grant

Funds provided by IWU available to students who file a FAFSA that is received by the federal processor by March 10. Amount varies based on student's calculated need, other financial aid received, and funding level.

Shugart Grant

Funds for this award are made available through a trust given to Indiana Wesleyan University in memory of Henry M. and Anna Shugart. Recipients must reside in Indiana and file a FAFSA that is received by the federal processor by March 10. Amount varies based on student's calculated need, other financial aid received, and funding level.

Wesleyan Student Aid

Acknowledging its Wesleyan heritage, Indiana Wesleyan University wishes to strengthen its relationship to The Wesleyan Church and enroll increased numbers of Wesleyan students. The following financial aid programs have been developed to meet these goals and assist Wesleyan students in furthering their education at Indiana Wesleyan University.

Wesleyan Student Grant

This award of \$1,000 is given to all Wesleyan students who regularly attend a Wesleyan Church in his/her home community.

Wesleyan Missionary Dependent Grant

The award amount is 50 percent of tuition for up to eight semesters. The recipient must demonstrate financial need, reside on campus, be a full-time undergraduate student, and apply for all other forms of federal and state financial aid. Parent(s) must serve full-time under direct appointment of the Global Partners or Wesleyan Native American Ministries during the academic

year in which the award is received. The recipient may NOT also receive the Out-of-State Wesleyan Grant, the International Wesleyan Grant, or the Wesleyan Pastor Dependent Grant.

Out-of-State Wesleyan Grant

This award is available to full-time students who regularly attended a Wesleyan Church outside the state of Indiana immediately prior to enrolling at Indiana Wesleyan University. The award of \$2,000 is given only to full-time, undergraduate, U.S. resident students who demonstrate financial need on the FAFSA, which must be completed each year.

Wesleyan Pastor Dependent Grant

A recipient must be a dependent undergraduate child of a full-time ordained minister serving in a local Wesleyan church during the academic year in which the award is granted. The student must enroll full-time; the amount is 50 percent of tuition and will be provided through the combination of all scholarships and grants from federal, state and institutional programs, excluding academic honors, athletic awards, Campus Challenge and Wesleyan Bible Bowl awards.

Campus Challenge/Wesleyan Bible Bowl (WBB) Scholarship

The recipient must submit the original scholarship certificates to the Financial Aid Office prior to fall enrollment. Awards earned or certificates submitted AFTER that time may be available for use in future academic years. Full-time students may use up to \$1,000 per academic year (divided one-half each semester) UNLESS the current certificates held total in excess of \$4,000, in which case the student may use one-fourth of the total per academic year. Recipients must also attend full-time.

John Wesley Scholarship

Accepted Wesleyan undergraduate students must submit an application prior to the deadline to the Admissions Office to be considered for this award. This award is provided by various donors to allow funding for students who may otherwise be unable to attend IWU. Award amounts vary based on funds available and the scholarship committee's determination of the student's need for the scholarship.

Canadian Wesleyan Scholarship

Wesleyan Canadian students who enroll full-time may be awarded a scholarship equal to approximately 25 percent of the direct cost remaining after all other forms of financial aid have been applied.

International Wesleyan Grant

International students attending IWU may be awarded a \$3,000 grant. The grant is renewable for up to eight semesters of eligibility and student must remain enrolled full-time each semester. Eligibility for any academic merit scholarship supersedes and replaces this award. Not eligible to receive the Wesleyan Canadian Grant in addition to this award. Eligibility ends when first bachelor's degree is earned.

Wesleyan Ministerial Loan/Grant

The Wesleyan Church and Indiana Wesleyan University cooperate in providing Ministerial Loan Grants for full-time junior and senior Christian ministries students who are members of The Wesleyan Church. Indiana Wesleyan University cooperates with The Wesleyan Church and local districts in providing funds for graduate students as well. Juniors may receive \$4,000 per year, while seniors may receive \$6,000 per year from the university. In addition, The Wesleyan Church provides funds per credit hour as available to assist with educational expenses. Students, including transfer students, must complete one full year at IWU before becoming eligible for the IWU portion. The funds are subject to all policies and procedures governing university financial aid. A separate application is required each semester by the announced deadline.

Conditions of eligibility for both undergraduate and graduate ministerial aid are as follows:

1. Student must be a member of a local Wesleyan church of the North American General Conference.
2. Examination and approval as a licensed ministerial student by the District Board of Ministerial Development prior to the beginning of the semester in which the loan/grant is to be received.
3. Cumulative grade-point average of 2.0 or higher.
4. Admission to the appropriate undergraduate or graduate Christian ministries or youth ministries major (See School of Theology and Ministry).
5. Approval by the director of financial aid.

Each award is issued as a loan with separate promissory notes to be signed for repayment of the denominational and university shares. However, recipients who later serve The Wesleyan Church under district appointment have the privilege of canceling 20 percent of the total loan obligation for each year of full-time service rendered. Those who are employed otherwise will repay their loan(s) over a period of five years with an annual interest rate of 10 percent. Further information about the operation of this program can be found online at the Wesleyan headquarters Web page <http://www.wesleyan.org> or secured by writing the Department of Education and the Ministry of The Wesleyan Church, P.O. Box 50434, Indianapolis, Indiana 46250-0434.

Loans

Federal Perkins Loan

Students qualify for these loans on the basis of financial need and according to the institution's Packaging Policy. Eligible students may be assigned Perkins Loans up to \$3,000 per year, with an aggregate limit of \$15,000 as undergraduates.

For first-time borrowers, repayment of Perkins Loans begins nine months after termination of at least half-time enrollment at an eligible institution and continues over a period of 10 years (or less) with interest charges of 5 percent per year and a minimum monthly payment of \$40.

Typical Repayment of Loans

Total Loan Amount	Number of Payments	Monthly Payment	Total Interest Charges	Total Repaid
\$4500	120	\$47.73	\$1227.60	\$5727.60
\$9000	120	\$95.46	\$2455.20	\$11455.20
\$15000	120	\$159.10	\$4091.73	\$19091.73

IWU Student Loan

Awards in this institutional loan program range from \$200 - \$3,000 per academic year to students whose parent has been denied the Parent PLUS Loan and who demonstrate financial need. Repayment of principal and interest begins immediately after the first disbursement of the loan. Interest is charged at a fixed rate of 8.75% and accrues from the point of disbursement, even while the student is enrolled.

Typical Repayment of Loans

Total Loan Amount	Number of Payments	Monthly Payment	Total Interest Charges	Total Repaid
\$4500	120	\$56.40	\$2267.43	\$6767.43
\$9000	120	\$112.79	\$4534.58	\$13535.58
\$15000	120	\$187.99	\$7558.82	\$22558.82

Due to the large number of loan accounts, the inherent complexities of the federal Perkins Loan program, and the new importance of loan repayments, Indiana Wesleyan University has contracted with University Accounting Service, Milwaukee, Wisconsin, to handle the billing and collection functions for all federal Perkins Loans and IWU Student Loans administered by the university.

Federal Direct Loan

Direct Loans are need-based and/or non need-based loans for which a student applies through the Direct Loan Program. Repayment begins six months after the student ceases to be at least a half-time student and is spread over a period of up to 10 years. Deferments are available if the student meets certain conditions. Freshmen may borrow up to \$5,500 per academic year, sophomores may borrow up to \$6,500, and juniors and seniors may borrow up to \$7,500, based on financial need. The total amount of undergraduate loans may not exceed \$31,000. All students must file the Free Application for Federal Student Aid to qualify for a Direct Loan.

Students with financial need may qualify for a 3.86 percent interest rate subsidized Direct Loan, which means the government is paying or subsidizing the interest while the student is in school. Students without financial need qualify for the unsubsidized Direct Loan at 3.86 percent interest, in which their interest is not paid by the government. Students may pay the interest monthly while in school, or the lender will capitalize the accrued interest each year causing the loan to increase more rapidly.

In order to help each student meet the August 15 payment expectation, the Financial Aid Office recommends that all applicable e-paperwork (Master Promissory Note, Federal Entrance Counseling and Federal Direct Loan Request) be completed and submitted prior to August 1 each year.

Typical Repayment of Unsubsidized Direct Loans

Total Loan Amount	Number of Payments	Monthly Payment	Total Interest Charges	Total Repaid
\$5500	120	\$54.13	\$995.00	\$6495.00
\$10500	120	\$103.34	\$1900.00	\$12400.00
\$15000	120	\$147.63	\$2715.00	\$17715.00
\$23000	120	\$248.79	\$4163.00	\$27163.00

Federal PLUS (Parent Loan for Undergraduate Students)

Parents may borrow funds through this program to assist with their child(ren)'s educational expenses. The limit is the cost of education per child minus other financial aid. The interest rate is a fixed 6.41 percent. Borrowers must be creditworthy and can begin repayment upon disbursement of the funds or request a deferment until the student is no longer enrolled full-time.

Work Programs

Federal Work-Study Program

Most student work assignments on the campus fall within the scope of the Federal Work-Study Program (FWS). Students average 10 hours per week during the academic year and from 15-40 hours per week during periods of non-enrollment. The pay rate is minimum wage for most positions on campus. A student is eligible for a FWS position if there is sufficient financial need and Work-Study is listed as one of the types of financial aid the student has been awarded. Please note that the award amount listed by financial aid is an estimate of earnings and not a guarantee. All students must find a job on campus and their earnings will be tied to hours worked and wage of position held. All student employees must complete the Immigration and Naturalization Service's I-9 Form and must be issued a Work Authorization.

Indiana Wesleyan University Employment

A limited number of campus jobs are assigned to students who do not qualify for the Federal Work-Study Program. In such cases, the institution pays all of the student's wages, and the earnings are paid directly to the student with the intent of paying the student's account. Pay rates are also at minimum wage.

Right to Know

A student has the right to know...

1. What financial assistance is available, including information on all federal, state, and institutional financial aid programs.
2. The deadlines for submitting applications for each of the financial aid programs available.
3. The cost of attending the institution and the school's refund policy.
4. The criteria used by the institution to select financial aid recipients.
5. How the school determines your financial need. This process includes how costs for tuition and fees, room and board, travel, books and supplies, personal and miscellaneous expenses, etc., are considered in your budget.
6. What resources (such as parental contribution, other financial aid, your assets, etc.) are considered in the calculation of your need.
7. How much of your financial need, as determined by the institution, has been met.
8. An explanation of the various programs in your student aid package. If you believe you have been treated unfairly, you may request reconsideration of the award that was made to you.
9. What portion of the financial aid you received must be repaid, and what portion is grant aid. If the aid is a loan, you have the right to know what the interest rate is, the total amount that must be repaid, the payback procedures, the length of the time you have to repay the loan, and when repayment is to begin.

Responsibilities

It is your responsibility to...

1. Review and consider all information about the school's program before you enroll.
2. Complete all application forms accurately and submit them on time to the right place.

3. Pay special attention to and accurately complete your application for student aid. Errors can result in long delays in your receipt of financial aid. Intentional misreporting of information on application forms for federal financial aid is a violation of law and is considered a criminal offense subject to penalties under the U.S. Criminal Code.
4. Return all additional information, verification, corrections, and/or new information requested by either the Financial Aid Office or the agency to which you submitted your application.
5. Read and understand all forms that you are asked to sign and keep copies of them.
6. Accept responsibility for all agreements you sign.
7. Notify the lender of changes in your name, address, or school status if you have a loan.
8. Perform in a satisfactory manner the work that is agreed upon in accepting a university Work Study award.
9. Know and comply with the deadlines for application or reapplication for aid.
10. Know and comply with your school's refund procedures.

Withdrawal and Impact on Financial Aid

Students who receive financial aid (federal, state, or institutional aid) and withdraw from classes during the semester are potentially subject to a review of their financial aid eligibility. The impact on a student's awards will depend on

1. When the student withdrew from a class or classes.
2. Whether the student withdrew from one or more classes, but remained enrolled or if the student completely withdrew from all classes.
3. Type of financial aid awarded.
4. Changes to the charges on the student's account.

Students need to talk with their financial aid counselor prior to withdrawing from any course(s) so that he/she can make an informed decision regarding the financial impact of the withdraw and understand how it could impact the future eligibility of some types of aid.

The following sections provide an overview of the impact of withdraws based on the type of aid received:

Federal Aid (Title IV)

Students who receive federal Title IV financial aid (Pell Grant, FSEOG, Perkins Loan, federal work-study, or Direct subsidized or unsubsidized loans) and who completely withdraw from all classes during the semester are subject to the Return of Title IV Funds calculation. This calculation does not apply to a student who withdraws from one or more classes but remains enrolled in one or more classes.

The calculation is based on the number of calendar days in the term compared to the number of days elapsed when the withdrawal is completed. Based on the percentage of the term completed, the student is allowed to retain a similar percentage of the federal Title IV financial aid. The remainder of the funds is to be returned to the federal programs. The school will determine how much of the federal funds are to be returned by the school and how much, if any, is to be returned by the student.

Funds will be returned in the following order if the student received money from the fund:

- Federal Unsubsidized Direct Loan
- Federal Subsidized Direct Loan
- Perkins Loan
- PLUS
- Pell Grant
- FSEOG

If the funds the student must repay need to be returned to the federal grant programs, the student will only have to repay 50 percent of the required grant. Students will be given 45 days to repay any grant monies owed. After 45 days, the student will be placed in a federal grant overpayment status and will be ineligible to receive federal funds, at any school, until the grant is repaid. Loan monies owed will become subject to the loan promissory note signed by the student.

Here is an example of how a calculation might work: If there are 100 calendar days in the term (excluding any breaks of five or more days) and the student withdraws on the 25th day, 25 percent of the term has elapsed. This means that 75 percent of the

federal funds must be returned. If the student received \$5,000 in federal Title IV aid, the \$3,750 must be returned. If the school retained all of the funds to pay for school charged expenses, then the school will return all of the funds. If some of the funds were disbursed to the student, then the student may have to repay some of the funds also.

Institutional Aid

The institutional aid a student receives will follow the same guidelines as provided in the federal aid section above, except that institutional aid is limited to the amount of institutional charges after any adjustments are made based on the withdraw.

Indiana State Aid

The Commission for Higher Education (CHE) has a refund period that consists of the first four weeks of each academic term. If a student withdraws from one or more classes and thus is not classified as a full-time student at the end of the CHE refund period, the student is not eligible for any of their state grant funds. If a student withdraws from one or more classes after the CHE refund period, the impact on the student's state grants will depend on any adjustment of charges made on the student's account. Completing fewer than 30 credits each year can also negatively impact future eligibility of some state grants.

Please contact the Financial Aid Office at 765-677-2116 if you have any questions regarding the impact of a withdraw on your student financial aid.

Financial Information - Other

A student may not register for the next semester, term, or session or receive a transcript unless all charges are paid in full.

The university is not responsible for the loss of personal property on campus.

Students are accountable for materials and equipment issued to them. Damage to property must be paid for by those responsible.

The university does not have health insurance for students and will not be responsible for any health-related charges.

Financial Aid - Further Information

For further information regarding financial aid opportunities, contact the Financial Aid Office, Indiana Wesleyan University, Marion, Indiana 46953. Phone 765-677-2116.

Areas of Study and Subject Codes

Areas of Study

John Wesley Honors College

Honors Humanities
Honors Humanities Minor

School of Life Calling and Integrative Learning

Pre-declared Students

Leadership Studies

Leadership Studies
Leadership Studies Minor

School of Arts and Humanities

Art

Ceramics
Fine Art
Fine Art Minor
Art History Minor
Graphic Design
Illustration

Interior Design
 Media Design
 Painting
 Photography
 Printmaking
 Visual Arts Education
 Pre-art Therapy

Communication and Theatre

Convergent Journalism
 Convergent Journalism Minor
 Human Communication Studies
 Human Communication Studies Minor
 Media Communication
 Media Communication Minor
 Strategic Communication
 Public Relations Minor
 Theatre
 Theatre Minor

Modern Language and Literature

English
 English Minor
 English Education
 Latin American and Iberian Studies Minor
 Spanish
 Spanish Minor
 Spanish Education
 TESOL (Teaching English to Speakers of Other Languages)
 TESOL Minor
 TESOL Education
 World Languages Minor
 Writing
 Writing Minor

Music

Music (Applied)
 Church Music
 Church Music Minor
 Music Composition
 Music Education
 Music Therapy
 Music Minor
 Performance

School of Theology and Ministry

Adolescent Ministries
 Adolescent Ministries Minor
 Biblical Literature
 Biblical Literature Minor
 Biblical Languages Minor
 Biblical History and Geography Minor
 Children's Ministry

Children's Ministry Minor
Christian Education
Christian Education Minor
Christian Ministries
Christian Ministries Minor
Christian Worship
Christian Worship Minor
Global Ministries
Global Ministries Minor
Intercultural Studies
Intercultural Studies Minor
International and Community Development
International and Community Development Minor
Urban Ministries Minor
Latin American and Iberian Studies Minor
Philosophy and Theology
Philosophy Minor
Theology Minor
Sports Ministries
Youth Ministries
Youth Ministries Minor
Kern Ministry Education Program

School of Social and Behavioral Sciences and Business

Behavioral Sciences

Addictions Counseling
Addictions Studies Minor
Criminal Justice
Pre-art Therapy
Psychology
Psychology Minor
Social Work
Sociology Minor

Business

Accounting
Accounting Minor
Business Administration
Business Administration Minor
Entrepreneurship
Finance
Management
Marketing

Social Sciences

Economics
Economics Minor
History
History Minor
International Relations
International Relations Minor
Political Science
Political Science Minor
Political Science Pre-law

Social Studies
Social Studies Education
Latin American and Iberian Studies Minor

Graduate Counseling

Addictions Counseling
Clinical Mental Health Counseling
Community Counseling
Marriage and Family Counseling/Therapy
School Counseling
Student Development Administration

School of Teacher Education

Elementary Education
Exceptional Needs Education
Secondary Education

School of the Physical and Applied Sciences

Health and Human Performance

Applied Health and Fitness
Athletic Training
Coaching Education Minor
Exercise Science
Health Promotion and Wellness Minor
Military Leadership Minor
Physical and Health Education
Pre-occupational Therapy
Pre-physical Therapy
Recreation and Camp Administration
Sports Management
Sports Ministries

Natural Sciences

Biology
Biology Minor
Biology Education
Biochemistry
Chemistry
Chemistry Minor
Chemistry Education
Medical Technology
Physics Minor
Pre-medical Sciences
Science Education

Mathematics and Computer Information Sciences

Computer Information Systems
Computer Information Systems Minor
Computer Science
Computer Science Minor
Mathematics
Mathematics - Interdisciplinary

Mathematics Minor
 Actuarial Science Minor
 Statistics Minor
 Mathematics Education
 Pre-engineering Program

School of Nursing

Pre-licensure Nursing

Nursing
 Transition to Nursing (Accelerated, 2nd degree)

School of Health Sciences

Public Health

Undergraduate Subject Codes

ACC	Accounting
ADC	Addictions Counseling
ADM	Administration
ART	Art
ATR	Athletic Training
BIL	Biblical Literature
BIO	Biology
BIS	Business Information Systems
BUS	Business
CED	Christian Education
CHE	Chemistry
CHI	Mandarin Chinese
CIS	Computer and Information Sciences
CIT	Computer Information Technology
COM	Communication
CRJ	Criminal Justice
EAR	Earth Science
ECO	Economics
EDS	Special Education
EDU	Education
ENG	English
ENT	Entrepreneurship
FIN	Finance
FRE	French
GEO	Geography

GRE	Greek
HBR	Hebrew
HNR	Honors College
HST	History
ICD	International and Community Development
INR	International Relations
INT	Intercultural Studies
LANG	Language
LAT	Latin
LDR	Leadership
LIT	Literature
MAT	Mathematics
MGT	Management
MKG	Marketing
MNG	Management
MSC	Military Science
MUS	Music
NUR	Nursing
PAT	Pre-art Therapy
PHE	Physical Education
PHL	Philosophy
PHY	Physics
PMD	Pre-medical Sciences
POL	Political Science
PSY	Psychology
REC	Recreation Management
REL	Religion
SCI	Science
SOC	Sociology
SPA	Spanish
SPM	Sports Management
SWK	Social Work
THE	Theology
TSL	TESOL
UNV	University Studies
WOR	Worship

WRI	Writing
YTH	Youth Ministries

Graduate Subject Codes

ATR	Athletic Training
CNS	Counseling
IPE	Interprofessional Education
MPH	Public Health
SDC	Student Development Counseling

Numbering of Courses

The course number has significance in the following ways:

000-099 Preparatory Courses (Limited number applied toward graduation)

100-199 Courses ordinarily taken in the freshman year

200-299 Courses ordinarily taken in the sophomore year

300-399 Courses ordinarily taken in the junior year

400-499 Courses ordinarily taken in the senior year

500-999 Courses ordinarily taken for graduate/doctoral credit

General Studies Program

Purpose

The purpose of the program in general studies is to provide a general college education. The major is General Studies. There is no departmental major, although a concentration of 30 credits must be completed in one subject area. The program in general studies is open to any student who meets general admission requirements to the university.

General Studies - B.S.

Requirements for B.S. degree

Completion of the general education requirements--B.S. degree: (48-54 credits)

See general education degree requirements (p. 49)

Concentration in one subject area (30 credits)

With GPA of 2.25 (9 credits must be taken at IWU)

See subject areas below

Upper level, 300-400 courses (18 credits)

Electives (22-28 credits)

Total credits for graduation (124 credits)

Art	courses with ART prefixes
Business	courses with ACC, BUS, ENT, FIN, MKG, MNG prefixes
Communications	courses with COM prefixes

Mathematics and Computer Sciences	courses with CIS and MAT prefixes
Modern Languages and Literature	courses with CHI, ENG, FRE, SPA, TSL, WRI prefixes
Music	courses with MUS prefixes
Behavioral Sciences	courses with ADC, CNS, CRJ, PSY, SOC, SDC, SWK prefixes
Social Sciences	courses with ECO, GEO, HST, INR, PBP, POL prefixes
Leadership Studies	courses with LDR, MSC 300 and above prefixes
Teacher Education	courses with EDS, EDU prefixes and discipline specific concentrations
Health and Human Performance	courses with ATR, PHE, REC prefixes
Natural Sciences	courses with BIO, CHE, EAR, PHY, PMD, SCI, SPM prefixes
Nursing	courses with NUR prefixes
Theology and Ministry	courses with BIL, CED, GRE, HBR, ICD, INT, LAT, MIN, PHL, REL, THE, WOR, YTH prefixes

General Studies - A.S.

Requirements for A.S. degree

Completion of the general education requirements--A.S. degree: (23 credits)

See general education associate degree requirements (p. 48)

Concentration in one subject area (15 credits)

With GPA of 2.00 (9 credits must be taken at IWU)

Electives (24 credits)

Total credits for graduation (62 credits)

John Wesley Honors College (JWHC)

The John Wesley Honors College (JWHC) is a community of committed learners at IWU that seeks to glorify God through the creative pursuit of academic excellence and spiritual vitality.

JWHC students are a select group of bright and ambitious students who take seriously Christ's command to love God with all one's heart, soul and intellect. They desire, above all, to use their gifts and talents to make a difference in the world for Christ. Such students recognize that, in whatever career they choose to enter, a rigorous liberal arts education will foster the sort of intellectual skills and virtues necessary to achieve this goal. The JWHC provides a learning environment in which such students can thrive and prepare to pursue lives well-lived in service to Church and society.

Through smaller, inquiry-based, discussion-oriented classes, JWHC students engage their studies with extraordinary self-investment and creativity. The honors curriculum's focus on depth and relevance means that JWHC students spend less time on busy work and more time engaging primary sources, learning through hands-on experiences, and grappling with the enduring significance of course material for their life and faith. JWHC students are challenged to ask tough questions, to enrich their understanding of life's complexities, and to reflect critically on the relevance of their faith to contemporary issues. The Honors College also offers numerous co-curricular opportunities, both on and off campus, that allow students to connect these learning experiences to the broader world in which they live.

Ultimately, the JWHC strives to produce graduates who can compete intellectually with the best and brightest of their peers globally. But perhaps more importantly, the JWHC aims to nurture graduates who are adept at drawing faith, learning and career into an integrated life calling.

Students participate in the JWHC either as John Wesley Scholars or as Mary C. Dodd Honors Students. John Wesley Scholars enter the Honors College as freshmen and pursue an Honors Humanities major (p. 78), which fulfills most of their general

education requirements. Mary C. Dodd Honors Students join the Honors College as sophomores or juniors and pursue an Honors Humanities minor (p. 79), much of which overlaps with their general education requirements. Students are chosen to participate in these curricular programs through a highly selective application process.

Honors Humanities - B.A.

Honors Humanities is a rigorous interdisciplinary major that satisfies the bulk of the general education requirements for John Wesley Scholars. By completing the Honors Humanities major and 15 hours of general education courses, John Wesley Scholars fulfill IWU's general education requirements and competency and proficiency requirements for graduation with a bachelor's degree.

The Honors Humanities major may not be taken as a stand-alone major. Honors Humanities is offered as a complementary major that provides interdisciplinary preparation for a more holistic and meaningful engagement of a particular field of study.

Admission to the Honors Humanities major is only open to students enrolled in the John Wesley Scholars program. Successful completion of the Honors Humanities major is a requirement for graduation from IWU with honors distinction as a John Wesley Scholar. Students must maintain a 3.5 cumulative GPA and a 3.0 GPA in their coursework in the Honors Humanities major.

Required Major Courses (43-48 credits)

Christian Liberal Learning and Life Calling (18 credits)

HNR-170	LLLC Seminar I: What Is Truth?	3
HNR-175	Liberal Learning and Life Calling Seminar II: What Is Beauty?	3
HNR-270	Seminar III: What Is Humanity	3
HNR-275	Seminar IV: What Is the Good Life?	3
HNR-375	Seminar V: Who is our Neighbor?	3
HNR-475	Capstone: How Then Shall We Live?	3

Interdisciplinary Humanities (19 credits)

HNR-180	Foundations of Christian Tradition	3
HNR-185	Rhetoric and the Sacramental Imagination	3
HNR-280	Wisdom, Culture, and Justice Through the Ages I	3
HNR-285	Great Texts in Context I	2
HNR-380	Wisdom, Culture, and Justice Through the Ages II	3
HNR-385	Great Texts in Context II	2
HNR-480	Advanced Topics in Interdisciplinary Humanities	3
	or	
HNR-325	Honors Research Tutorial	3

While students are encouraged to take both HNR-325 and HNR-480, they are only required to enroll in one of these two courses for the major.

Honors Research and Scholarship (6 credits)

HNR-350	Honors Research Seminar	3
HNR-497	Honors Scholarship Project I	1 to 3
HNR-498	Honors Scholarship Project II	1 to 3
HNR-499	Honors Scholarship Presentation	0 to 1

Instead of HNR-350, students majoring in the Natural Sciences enroll in honors sections of PMD-110 and BIO-490/CHE-490.

The Honors Scholarship Project is completed over the course of two semesters. Students decide with their faculty mentors how the three-hour requirement will be distributed across the two semesters. Students may petition to pursue an Honors Scholarship Project of more than three hours (up to six hours).

Instead of HNR-497/HNR-498, students majoring in the Natural Sciences enroll in three hours of lab research (BIO, CHE, etc.).

Honors Practica: Integrative Practices for Servant Leadership (0-5 credits)

HNR-130	Honors Practicum in Christian Calling I: Practices of the Faithful - Called To Love	0 to 1
HNR-135	Honors Practicum Christian Calling Ii: Practices of the Faithful - Called To Create	0 to 1
HNR-230	Honors Practicum in Christian Calling Iii: Habits of Faithfulness In One's Life Calling	0 to 1
HNR-330	Servant Leadership for Redemptive Communities II	0 to 1
HNR-430	Servant Leadership Capstone	0 to 1

Required General Education Courses (15 credits)

Social Science Electives (6 credits)

ECO/POL/INR	One Elective Course from ECO/POL/INR
SOC/PSY	One Elective Course from SOC/PSY

Health and Wellness (2 credits)

PHE-101	Concepts of Health and Wellness	1
PHE-102-139	One PHE Activity Course	1

Science/Mathematics (7 credits)

	Lab Science	4
MAT/CIS	Mathematics OR Computer Course	3

Mathematics course at or above MAT-103 excluding MAT-108 and MAT-110

Computer course at or above CIS-110 excluding CIS-450

Writing Competency

Demonstrated by successful completion of Rhetoric and the Sacramental Imagination (HNR-185).

Communication Competency

Demonstrated by successful completion of Honors Scholarship Presentation (HNR-499).

The JWHC will work with the Division of Communication and Theatre to develop a program of "communication across the curriculum" that will integrate public speaking skills, the virtues of communication, and media literacy into various interdisciplinary experiences. In HNR-499 students will submit a Communication Portfolio in which they will document and reflect on their participation in this program of "communication across the curriculum."

Intercultural Competency

Demonstrated by successful completion of LLLC Seminar: Who is our Neighbor? (HNR-375).

Honors Humanities Minor

The Honors Humanities minor is an interdisciplinary engagement of the fundamental questions of human existence for the purpose of contextualizing and enriching one's studies in a particular academic discipline.

Admission to the Honors Humanities minor is limited to students who have enrolled in the Mary C. Dodd Honors program. Mary C. Dodd Honors students must complete all of the CAS general education requirements for graduation with a bachelor's degree. Many of the courses in the Honors Humanities minor may be applied toward certain CAS general education requirements. Successful completion of the Honors Humanities minor is a requirement for graduation from IWU as a Mary C. Dodd Honors Student.

Honors Humanities Minor (23-25 credits)

Christian Liberal Learning and Life Calling (9 credits)

HNR-170	LLLC Seminar I: What Is Truth?	3
HNR-475	Capstone: How Then Shall We Live?	3

Choose at least one of the following courses:

HNR-175	Liberal Learning and Life Calling Seminar II: What Is Beauty?	3
HNR-270	Seminar III: What Is Humanity	3
HNR-275	Seminar IV: What Is the Good Life?	3
HNR-375	Seminar V: Who is our Neighbor?	3

Interdisciplinary Humanities (8 credits)

HNR-180	Foundations of Christian Tradition	3

Choose at least five credits from the following courses:

HNR-185	Rhetoric and the Sacramental Imagination	3
HNR-280	Wisdom, Culture, and Justice Through the Ages I	3
HNR-285	Great Texts in Context I	2
HNR-380	Wisdom, Culture, and Justice Through the Ages II	3
HNR-385	Great Texts in Context II	2
HNR-325	Honors Research Tutorial	3
HNR-480	Advanced Topics in Interdisciplinary Humanities	3

Honors Research and Scholarship (6 credits)

HNR-350	Honors Research Seminar	3
HNR-497	Honors Scholarship Project I	1 to 3
HNR-498	Honors Scholarship Project II	1 to 3
HNR-499	Honors Scholarship Presentation	0 to 1

Instead of HNR-350, students majoring in the Natural Sciences enroll in honors sections of PMD-110 and BIO-490/CHE-490.

The Honors Scholarship Project is completed over the course of two semesters. Students decide with their faculty mentors how the three-hour requirement will be distributed across the two semesters. Students may petition to pursue an Honors Scholarship Project of more than three hours (up to six hours).

Instead of HNR-497/HNR-498, students majoring in the Natural Sciences enroll in three hours of lab research (BIO, CHE, etc.).

Honors Practica: Integrative Practices for Servant Leadership (0-2 credits)

HNR-330	Servant Leadership for Redemptive Communities II	0 to 1
HNR-430	Servant Leadership Capstone	0 to 1

School of Life Calling and Integrative Learning

The School of Life Calling and Integrative Learning provides undergraduates with learning experiences and services that foster faith, integrative learning, virtue, and the discernment of life calling.

Mission

The School of Life Calling and Integrative Learning enables individuals to find a higher purpose in their life that draws and guides them in all aspects of their life, equips them to make life decisions based on this purpose, and empowers them to develop this purpose into world-changing leadership.

The School of Life Calling and Integrative Learning is home to following departments and services:

- Life Coaching
- Pre-declared Student Advising
- Transfer Advising
- Student Transitions
- New Student Experience Course
- Leadership Studies Department

Life Coaching

Through personalized dialogue and assessment tools, life coaches help students discover their unique God-given design, develop a sense of life calling, and become equipped with fundamental life skills for future personal and professional development.

Pre-declared Student Advising

The Pre-declared classification has been established by Indiana Wesleyan University for students who enter IWU with the desire to explore academic majors and related careers before committing to a major program of study. The School of Life Calling and Integrative Learning provides academic advising to these students.

Through individual appointments, workshops, and the Life Calling course, the School assists Pre-declared students with the following:

1. Developing a sense of purpose and calling as a basis for making life decisions.
2. Selecting and scheduling courses.
3. Establishing and evaluating academic goals.
4. Understanding and navigating university academic policies and procedures.
5. Exploring academic majors and related careers.
6. Declaring a major.
7. Connecting with additional university programs and resources.

Transfer Advising

The transfer advisor will help new transfer students with transfer credits as well as negotiating their new experience at Indiana Wesleyan University.

Student Transitions

The director of student transitions helps new students to make their transition to collegiate life and Indiana Wesleyan University as smooth as possible. Using a transitions assessment tool, MAP-Works, Indiana Wesleyan University works to identify students that are struggling and arrange meetings and interventions that will assist students in having a successful academic experience.

New Student Experience Course

The School of Life Calling and Integrative Learning leads the New Student Experience Course, which for 2013-2014 is LDR-150. This course introduces new students to the concept of life calling and helps them to understand their God-given, unique design as a basis for their life calling. Through this course students will have conversations with their professors and peer coaches about life calling, vocation, and servant-leadership and how these relate to their majors.

Leadership Studies Department

The Leadership Studies major and minor provide individuals with theoretical and experiential knowledge of what it takes to be an effective leader. Students not only learn best practices and major views of leadership and followership but also study in depth the powerful nature of servant leadership.

The three main components of Leadership Studies are:

1. Leader / leading / leadership
2. Follower / following / followership
3. Context (organizational / community)

The role of the Department of Leadership Studies, with its Leadership Studies major and minor, is to provide **content** and **expertise** to other academic units in the above three areas, while recognizing that other majors and minors provide the very **context** for leadership/followership to occur.

This program is for you, if you are passionate about learning what it means to lead and follow like Christ through selfless love toward fellow human beings, moral authority, and courageous servanthood toward becoming a world changer. You will learn about how to become an effective leader and exemplary follower in organizational and community context to affect positive change in the world.

Students enter the Leadership Studies major as freshmen or sophomores and have the opportunity to integrate various core elements of the leadership curriculum into their general education requirements and other majors.

Students enter the Leadership Studies minor as sophomores or juniors and have the opportunity to strengthen their academic, ministry and professional pursuits by applying leadership into their chosen major.

Leadership Studies - B.S.

The **Leadership Studies major**, as an interdisciplinary study program, must be studied in the context of another major as a way of maximizing the students' potential to either further their education or acquire the necessary leadership knowledge, experiences and basic skills for future employments. Students pursuing the Leadership Studies major must also select a Leadership Concentration as a context where leadership theories, models and concepts should apply toward the fulfillment of their career goals, ministry passions and professional development.

Requirements (40 credits)

Leadership Core (21 credits)

LDR-200	Foundations of Leadership	3
LDR-300	Leadership and Followership	3
LDR-350	Leadership and Teams	3
LDR-400	Leadership and Change	3
LDR-420	Leadership and Authenticity And Self	3
LDR-475	Leadership Project (Leading for Community Improvement)	3
LDR-480	Leadership Capstone Seminar	3

Leadership Electives (9 credits)

Select courses from the following:

LDR-225	Student Leadership Practicum	0 to 3
LDR-245	Peer Leader Practicum	1
LDR-246	Mentoring Practicum	1
LDR-265	International Servant Leadership Experience	1 to 3
LDR-310	Lifeskills, Career and Leadership	3
LDR-325	Leadership Internship	1 to 3
LDR-335	Independent Study in Leadership	1 to 3
LDR-390	Leadership and Organization	3
LDR-430	Leadership and Conflict	3

Cognate (10 credits)

All majors must choose a cognate in a specific field of study to enrich the 30-hour leadership core. The cognate courses, other than courses listed below, must be approved by the chair of the Leadership Studies program.

ACC-390	International Business	3

BUS-390	International Business	3
INT-222	Intercultural Leadership for Transformation	2
CED-450	Leading a Children's Ministry in A Local Church	3
COM-366	Organizational Communication	3
MNG-210	Management Principles	3
MNG-324	Small Business Management	3
MNG-328	Human Resource Management	3
MNG-443	Organizational Behavior	3
NUR-450	Capstone-Nursing From a Christian World View	2
PHE-350	Ethics and Character Development in Sport	3
POL-371	International Studies	3
REC-260	Recreation Leadership and Programming	3
REL-112	Theological & Theoretical Foundations of Cross-Cultural Ldrship. Dev.	2
REL-468	Church Leadership	3
REL-468P	Church Leadership Practicum	1
SWK-343	Human Behavior and the Social Environment II	3
YTH-355	Youth Programming and Management	3
YTH-371	Youth Evangelism and Discipleship	3

Leadership Studies Minor

The **Leadership Studies minor** is designed to help students from other majors gain leadership knowledge and basic skills to make them qualified candidates for career opportunities in the areas of their respective majors. The Leadership Studies minor must be studied in the context of another major to enable students to apply leadership theories, models and concepts in the area of that major.

Requirements (18 credits)

Leadership Core (6 credits)

LDR-200	Foundations of Leadership	3
LDR-475	Leadership Project (Leading for Community Improvement)	3

Leadership Electives (12 credits)

Select courses from the following:

LDR-300	Leadership and Followership	3
LDR-350	Leadership and Teams	3
LDR-390	Leadership and Organization	3
LDR-400	Leadership and Change	3
LDR-420	Leadership and Authenticity And Self	3
LDR-430	Leadership and Conflict	3

School of Arts and Humanities

The mission of the School of Arts and Humanities is to develop students in the exploration and communication of truth and beauty in God's world through language and the arts. The central goal of the faculty of this school is to inspire students to show their love for God with their whole heart, soul, mind and strength. The faculty of this school are integral to fulfilling the liberal

learning objectives of the College of Arts and Sciences, providing for students introductions to art, literature, and music, as well as helping students to meet writing and public speaking competencies. The School of Arts and Humanities houses the Divisions of Art, Communication and Theatre, Modern Language and Literature, and Music. These four divisions offer 29 majors: these include 22 majors in the disciplines of art, convergent journalism, English, media communication, public relations, theatre, Spanish, TESOL and music; five majors offered in conjunction with the School of Teacher Education; and two majors (art therapy and music therapy) offered in conjunction with the Division of Behavioral Sciences.

Art Division

Purpose

The purpose of the Division of Art is to honor God as applicable to all life, including the call of artistic gifting. To accomplish this, the division offers a curriculum that emphasizes the fundamentals of art and challenges students to excel in their chosen field(s) of study. Each student is expected to develop aesthetic, conceptual, and technical proficiency while learning to express and model Christian values within a chosen discipline.

Mission

The mission of the division is to impact the world for Christ through the pursuit of excellence in the visual arts while providing a nurturing and challenging environment for emerging artists.

Programs

The Division of Art offers nine studio majors. Each major allows the student to focus on a specific discipline within his or her area of interest:

- Ceramics (p. 85)
- Fine Art (p. 86)
- Graphic Design (p. 87)
- Illustration (p. 88)
- Interior Design (p. 88)
- Media Design (p. 89)
- Painting (p. 89)
- Photography (p. 90)
- Printmaking (p. 90)

In addition to these **majors**, students may also complete cross-disciplinary degrees in the following:

- Art Education (p. 91)
- Pre-art Therapy (p. 91)

Also available are the following **minors**:

- Fine Art (p. 86)
- Art History (p. 87)

Admission to an Art Major

Declaration of Art major(s)/minor(s) is made through the Registrar's Office. Students are encouraged to declare their major when making application to the university or during their first semester registration. Students are accepted into art major(s)/minor(s) on a conditional basis until successfully completing the mid-point review.

Mid-Point Review

Permission to continue a specific major(s)/minor(s) in the Division of Art takes place during the second semester of the sophomore year (an exception would be transfer students from another institution or major). All Art major(s)/minor(s) must successfully complete the required courses (identified within the major) for their respective major(s)/minor(s) prior to the mid-

point review. A portfolio of at least 10 studio projects from coursework completed at IWU and a completed mid-point review application form (available from the Art office) must be submitted to the Division of Art.

Requirements for transfer students will be considered on an individual basis. Transfer students must make arrangements through the coordinator of their major(s)/minor(s) for a portfolio review.

Failure to complete and pass the mid-point review may prevent students from registering for additional art courses, result in probation, or withdrawal from the Art major(s)/minor(s).

Academic Requirements

Students must maintain a minimum GPA of 2.5 in their declared major(s) or minor(s) and complete each course required by the major(s)/minor(s) with a "C" or above. Failure to do so will require repeating the course(s) or withdrawing from the major(s)/minor(s).

Senior Exhibit

A senior art exhibit is mandatory for all students majoring in Ceramics, Graphic Design, Illustration, Media Design, Painting, Photography, and/or Printmaking. The senior exhibit is designed to give exhibition experience to the studio artist while showcasing his/her academic and creative accomplishments. Work submitted for the senior exhibit will be reviewed by the art faculty prior to acceptance.

Exiting Senior Assessment

A formal assessment process is required and must be successfully completed by all graduating seniors. As a part of this process, each graduating student must submit a digital portfolio to be assessed and archived within the Division of Art. Major/minor exiting requirements may be obtained from the Art office.

Equipment and Supplies

Laptops, software, cameras, equipment, and supply lists are available through the Art Division website for each program.

Ceramics - B.S.

Requirements (48-50 credits)

Required Courses (42-44 credits)

ART-121	Drawing I	3
ART-221	Drawing II	3
ART-224	Design I: Two-Dimensional Design	3
ART-228	Metalsmithing I	3
ART-230	Stained Glass I	3
ART-241	Ceramics I	3
ART-251	Sculpture I	3
ART-273	Introduction to Computer Graphics	3
ART-280	Visual Communications--Graphic Design	3
ART-324	Design II: Three-Dimensional Design	3
ART-343	Ceramics II	3
ART-351	Sculpture II	3
ART-441	Ceramics III	3
ART-442	Ceramics IV	3
ART-490	Senior Exhibit - Art	0 to 2

ART-121, ART-221, ART-224, ART-241, and ART-324: courses required prior to "mid-point review"

Choose two art history courses from the following: (6 credits)

ART-381	Art History I	3
ART-382	Art History II	3
ART-383	Early Renaissance	3
ART-384	High Renaissance	3

ART-385	Baroque Art	3
ART-386	Impressionism	3
ART-387	Modern Art	3
ART-476	Art Enrichment	3

Fine Art - B.S.

Requirements (48 credits)

Required Courses (27 credits)

ART-121	Drawing I	3
ART-221	Drawing II	3
ART-224	Design I: Two-Dimensional Design	3
ART-238	Digital Imagery Art	3
ART-241	Ceramics I	3
ART-266	Printmaking I	3
ART-273	Introduction to Computer Graphics	3
ART-324	Design II: Three-Dimensional Design	3
ART-379	Color Theory	3

ART-121, ART-221, ART-224, ART-238, and ART-324: courses required prior to "mid-point review"

Art Electives (9 credits)

Choose two art history courses from the following: (6 credits)

ART-381	Art History I	3
ART-382	Art History II	3
ART-383	Early Renaissance	3
ART-384	High Renaissance	3
ART-385	Baroque Art	3
ART-386	Impressionism	3
ART-387	Modern Art	3
ART-476	Art Enrichment	3

Fine Art Minor

The purpose of the Fine Art minor is to provide students with a comprehensive background in art studio and design. The Fine Art minor is designed for students with a major in another discipline who have an interest in art.

Requirements (24 credits)

Required Courses (21 credits)

ART-121	Drawing I	3
ART-224	Design I: Two-Dimensional Design	3
ART-238	Digital Imagery Art	3
ART-241	Ceramics I	3
ART-273	Introduction to Computer Graphics	3
ART-331	Representational Painting	3
ART	Electives	3

ART-121, ART-224, ART-238, and ART-241: courses required prior to "mid-point review"

Choose art history course from the following: (3 credits)

ART-381	Art History I	3
ART-382	Art History II	3
ART-383	Early Renaissance	3
ART-384	High Renaissance	3
ART-385	Baroque Art	3
ART-386	Impressionism	3

ART-387	Modern Art	3
ART-476	Art Enrichment	3

Art History Minor

This minor is helpful for those pursuing careers in gallery work, museology, teaching, and for advanced education in art and art history. The program requires a completion of 24 credits from the following list, including MUS-180, and at least 15 credit hours from within the Division of Art.

Requirements (24 credits)

Required Course (3 credits)

MUS-180	Humanities Fine Arts	3

Choose art history courses from the following: (18 credits)

ART-381	Art History I	3
ART-382	Art History II	3
ART-383	Early Renaissance	3
ART-384	High Renaissance	3
ART-385	Baroque Art	3
ART-386	Impressionism	3
ART-387	Modern Art	3
ART-476	Art Enrichment	3

Choose any one course from the following: (3 credits)

HST-201	World Civilization to 1500	3
HST-202	World Civilization after 1500	3
HST-395	Renaissance and Reformation	3

Graphic Design - B.S.

Requirements (51-53 credits)

Required Courses (45-47 credits)

ART-121	Drawing I	3
ART-221	Drawing II	3
ART-224	Design I: Two-Dimensional Design	3
ART-238	Digital Imagery Art	3
ART-260	Web Design I	3
ART-273	Introduction to Computer Graphics	3
ART-280	Visual Communications--Graphic Design	3
ART-281	Commercial Layout and Design	3
ART-324	Design II: Three-Dimensional Design	3
ART-375	Typography	3
ART-379	Color Theory	3
ART-434	Digital Photography	3
ART-436	Computer Illustration	3
ART-473	Advanced Graphics	3
ART-490	Senior Exhibit - Art	0 to 2
ART-491	Senior Portfolio	3

ART-121, ART-221, ART-224, ART-238, ART-273, ART-280, and ART-324: courses required prior to "mid-point review"

Choose two art history courses from the following: (6 credits)

ART-381	Art History I	3
ART-382	Art History II	3
ART-383	Early Renaissance	3
ART-384	High Renaissance	3

ART-385	Baroque Art	3
ART-386	Impressionism	3
ART-387	Modern Art	3
ART-476	Art Enrichment	3

Illustration - B.S

Requirements (48-50 credits)

Required Courses (42-44 credits)

ART-121	Drawing I	3
ART-245	Composition and Storyboarding	3
ART-224	Design I: Two-Dimensional Design	3
ART-238	Digital Imagery Art	3
ART-273	Introduction to Computer Graphics	3
ART-324	Design II: Three-Dimensional Design	3
ART-331	Representational Painting	3
ART-380	The History of American Illustration	3
ART-379	Color Theory	3
ART-374	Illustration I	3
ART-436	Computer Illustration	3
ART-474	Illustration II	3
ART-477	Thematic Illustration III	3
ART-490	Senior Exhibit - Art	0 to 2
ART-491	Senior Portfolio	3

ART-121, ART-245, ART-224, ART-238, and ART-324: courses required prior to "mid-point review"

Choose two art history courses from the following: (6 credits)

ART-381	Art History I	3
ART-382	Art History II	3
ART-383	Early Renaissance	3
ART-384	High Renaissance	3
ART-385	Baroque Art	3
ART-386	Impressionism	3
ART-387	Modern Art	3
ART-476	Art Enrichment	3

Interior Design - B.S.

Requirements (48 credits)

Required Courses

ART-121	Drawing I	3
ART-224	Design I: Two-Dimensional Design	3
ART-246	Introduction to Interior Design	3
ART-253	Basic AUTOCAD	3
ART-277	Interior Space Planning	3
ART-279	Building Construction and Systems	3
ART-324	Design II: Three-Dimensional Design	3
ART-347	Interior Design II	3
ART-348	Interior Materials	3
ART-354	Interior Design III	3
ART-379	Color Theory	3
ART-381	Art History I	3
	or	
ART-382	Art History II	3

ART-387	Modern Art	3
ART-452	Evolution of Interiors	3
ART-459	Interior Design IV	3
ART-492	Interior Design Portfolio and Professional Practices	3

ART-121, ART-224, ART-246, and ART-324: courses required prior to "mid-point review"

Media Design - B.S.

Requirements (51-53 credits)

Required Courses (48-50 credits)

ART-121	Drawing I	3
ART-224	Design I: Two-Dimensional Design	3
ART-238	Digital Imagery Art	3
ART-247	Motion Graphics I	3
ART-260	Web Design I	3
ART-273	Introduction to Computer Graphics	3
ART-321	3D Modeling and Animation I	3
ART-324	Design II: Three-Dimensional Design	3
ART-375	Typography	3
ART-379	Color Theory	3
ART-381	Art History I	3
ART-382	Art History II	3
ART-421	3D Modeling and Animation II	3
ART-434	Digital Photography	3
ART-460	Web Design II	3
ART-465	Interactive Design	3
ART-490	Senior Exhibit - Art	0 to 2

ART-121, ART-224, ART-247, ART-273, ART-324: courses required prior to "mid-point review"

Choose one of the following: (3 credits)

CIS-122	Introduction to Web Programming	3
	or	
CIS-250	Internet Programming	3

Painting - B.S.

Requirements (48-50 credits)

Required Courses (42-44 credits)

ART-121	Drawing I	3
ART-221	Drawing II	3
ART-224	Design I: Two-Dimensional Design	3
ART-238	Digital Imagery Art	3
ART-241	Ceramics I	3
ART-266	Printmaking I	3
ART-273	Introduction to Computer Graphics	3
ART-324	Design II: Three-Dimensional Design	3
ART-331	Representational Painting	3
ART-332	Abstract Painting	3
ART-346	Painting From Life	3
ART-379	Color Theory	3
ART-431	Contemporary Painting Techniques	3
ART-481	Studio Practicum	1 to 3

ART-490 Senior Exhibit - Art 0 to 2

ART-121, ART-221, ART-224, ART-324, and ART-331: courses required prior to "mid-point review"

Choose two art history courses from the following: (6 credits)

ART-381	Art History I	3
ART-382	Art History II	3
ART-383	Early Renaissance	3
ART-384	High Renaissance	3
ART-385	Baroque Art	3
ART-386	Impressionism	3
ART-387	Modern Art	3
ART-476	Art Enrichment	3

Photography - B.S.

Requirements (48-50 credits)

Required Courses (39-41 credits)

ART-121	Drawing I	3
ART-224	Design I: Two-Dimensional Design	3
ART-238	Digital Imagery Art	3
ART-266	Printmaking I	3
ART-286	Critical Theory in Art	3
ART-239	History of Photography	3
ART-314	Documentary Photography	3
ART-336	Contemporary Photo Techniques	3
ART-379	Color Theory	3
ART-424	Product Photography	3
ART-434	Digital Photography	3
ART-435	Photo Illustration and Lighting Techniques	3
ART-458	Fine Art Photography	3
ART-490	Senior Exhibit - Art	0 to 2

ART-121, ART-224, ART-238, and ART-434: courses required prior to "mid-point review"

Choose any one of the following: (3 credits)

ART-241	Ceramics I	3
ART-251	Sculpture I	3
ART-324	Design II: Three-Dimensional Design	3

Choose two art history courses from the following: (6 credits)

ART-381	Art History I	3
ART-382	Art History II	3
ART-383	Early Renaissance	3
ART-384	High Renaissance	3
ART-385	Baroque Art	3
ART-386	Impressionism	3
ART-387	Modern Art	3
ART-476	Art Enrichment	3

Printmaking - B.S.

Requirements (48-50 credits)

Required Courses (42-44 credits)

ART-121	Drawing I	3
ART-221	Drawing II	3

ART-224	Design I: Two-Dimensional Design	3
ART-238	Digital Imagery Art	3
ART-241	Ceramics I	3
ART-266	Printmaking I	3
ART-273	Introduction to Computer Graphics	3
ART-280	Visual Communications--Graphic Design	3
ART-324	Design II: Three-Dimensional Design	3
ART-331	Representational Painting	3
ART-366	Printmaking II	3
ART-374	Illustration I	3
ART-379	Color Theory	3
ART-466	Printmaking III	3
ART-490	Senior Exhibit - Art	0 to 2

ART-121, ART-221, ART-224, and ART-266: courses required prior to "mid-point review"

Choose two art history courses from the following: (6 credits)

ART-381	Art History I	3
ART-382	Art History II	3
ART-383	Early Renaissance	3
ART-385	Baroque Art	3
ART-386	Impressionism	3
ART-387	Modern Art	3
ART-476	Art Enrichment	3

Pre-art Therapy Major

See the behavioral sciences section of the catalog for a list of specific courses required for Pre-art Therapy (p. 122).

Art Education Major

See the education section of the catalog for a list of specific courses required for Visual Arts (p. 179).

Communication and Theatre Division

The Division of Communication and Theatre equips Christ-centered communicators, grounded in theory, scholarship and professional skills, who give voice to stories that impact culture. The division offers five majors: Human Communication Studies (p. 92), Convergent Journalism (p. 93), Media Communication (p. 96), Strategic Communication (p. 98) and Theatre (p. 100). Each major provides students with a strong foundation in communication theory and practice; knowledge and skills in utilizing contemporary images, methods and media; opportunities to apply knowledge and skills in hands-on, professional settings; and an understanding of how their storytelling can impact contemporary culture – all within a Christian worldview.

Communication and Theatre Organizations and Opportunities

The Division of Communication and Theatre provides a variety of opportunities and organizations to supplement its academic offerings:

1. WIWU-TV 51: Students gain practical experience by working for this 24-hour digital television station, housed in the Division of Communication and Theatre's media facilities. Students work with staff professionals on local news magazine shows, live athletic events, community telethons, and IWU cultural and worship events.
2. *The Sojourn*: Students experience the satisfaction of applying their knowledge and skills, working as a team, and collecting published work by writing for *The Sojourn*, IWU's award-winning campus newspaper, in print and online. The student-managed *Sojourn* awards stipends for all editors, business and distribution managers, and photography staff.
3. WIWU-FM: Student managers operate an FCC licensed radio station with the assistance of a faculty advisor. Students serve as on-air announcers as required in various radio courses. WIWU-FM (94.3, The Fortress) broadcasts to all of Marion and Grant County with contemporary Christian music and local programming.

4. Theatre: The theatre program provides at least four productions each year – one faculty-directed and one student-directed production in both the fall and spring semesters. Recent productions include *Much Ado About Nothing*, *Pygmalion*, *Steel Magnolias*, and *The Secret Garden*.
5. Indiana Wesleyan Theatre Guild: Each fall, in conjunction with the theatrical productions, all IWU students are invited to interview for roles (actors, technicians, production managers) in the Guild. Guild members meet periodically to promote the theatre and aid in its advancement as well as participate in community service projects. Involvement in theatre productions does not require Guild membership.
6. PRSSA: The IWU Chapter of the Public Relations Student Society of America allows students to gain valuable out-of-classroom experience and knowledge in public relations and to develop relationships with working professionals and students in chapters across the country.
7. Indiana Collegiate Press Association and Associated Collegiate Press: The division is active in both journalism organizations, and students and faculty advisors attend annual workshops and conventions. *The Sojourn* earns numerous awards from both annually.

CCCU BestSemester Program Options

Students who wish to attend a CCCU BestSemester Program must visit the Global Studies Office and their academic advisor very early in the process of their considerations. Students approved to attend must be in good standing with Student Development, may not be on disciplinary probation, must have at least a 2.75 GPA, and must have earned a minimum of 30 credits at IWU.

American Studies Program

Communication students interested in public policy issues, advocacy, government or politics may participate in this interdisciplinary internship/seminar program based in Washington, D.C. Students develop an appreciation for how biblical faith relates to thinking critically about public policy and marketplace issues. They also experience responsible Christ-centered service in their personal and public vocations, whatever their career paths or walks of life.

Los Angeles Film Studies Center

This program, based in Hollywood, California, involves a study of the film industry from a Christian perspective and provides students with hands-on experience and internships in the entertainment business. The program is an intensive one-semester immersion into film studies during which the student may earn 16 credit hours.

Washington Journalism Center

Journalism, Media Communication and Strategic Communication students may take advantage of an advanced, experiential semester in Washington, D.C., that will cultivate professional news skills and encourage students to think through the implications of being a Christian working in the news media, in a city that is home to the powerful and the powerless.

Contemporary Music Center

This interdisciplinary off-campus study program in Nashville, Tennessee, provides an opportunity for young musicians, engineers and aspiring music executives. Designed as an artists' community, the program seeks to develop artists, technicians and music executives with a Christ-centered vision for music content, production and delivery.

Australian Studies Center

From art and ministry to drama and dance, students attending ASC have every opportunity to pursue their passions and interests with other Christians from around North America and the world even as they compare and contrast the Australia of myths and movies with the realities of everyday life. Designed to provide undergraduates of all majors and career interests with the opportunity to study the arts and theology in Sydney, the program also emphasizes indigenous studies and faithful, global involvement.

Human Communication Studies - B.S.

Purpose

The Human Communication Studies major provides comprehensive preparation in communication theory and practice. Graduates are prepared for a wide variety of careers and graduate education.

Requirements (45-46 credits)

Division Core (11-12 credits)

COM-105	Communication in Context	1
COM-329	Media and Society	3
COM-340	Communication Theory	3
COM-479	Communication Senior Seminar I	1
COM-480	Communication Senior Seminar II	3

Choose one Communication Lab:

COM-116J	Communication Lab-Journalism	0 to 1
COM-116P	Communication Lab-Public Relations	0 to 1
COM-116R	Communication Lab-Radio	0 to 1
COM-116V	Communication Lab-Television	0 to 1
COM-116T	Communication Lab-Theatre	0 to 1

Major Requirements (16 credits)

COM-227	Research Methods in Communication	3
COM-280	Intercultural Communication	3
COM-352	Interpersonal Communication	3
COM-370	Symbols and Imaging	3
COM-321	Persuasion	3
COM-300	Communication Research Practicum	1

Electives (12 credits)

Choose 12 units:

COM-209	Small Group Communication	3
COM-233	Principles of Public Relations	3
COM-366	Organizational Communication	3
COM-326	Conflict Communication	3
COM-445	Communication Internship	3

Cognate (6 credits)

Choose six units at 200 level or above from SOC, PSY or POL with Division approval.

Human Communication Studies Minor

Requirements (21 credits)

Division Core (9 credits)

COM-115	Introduction to Human Communication	3
COM-329	Media and Society	3
COM-340	Communication Theory	3

Minor Requirements (12 credits)

COM-209	Small Group Communication	3
COM-227	Research Methods in Communication	3
COM-352	Interpersonal Communication	3
COM-370	Symbols and Imaging	3

Convergent Journalism - B.S.

The Convergent Journalism major is designed to provide students with broad interdisciplinary knowledge and practical skills for professional positions in media, news and information. Each student completes a sequence of courses intended to develop

practical skills, focused on writing and technology, related to a potential career area. In addition, students select nine credit hours in one of three concentrations based on their area of interest:

Multi-Media: This concentration supplements news writing background and skills with experience in multiple media outlets. Through courses in media writing and production, students gain hands-on experience in online news, blogging, podcasts, television, and radio.

Broadcast: This concentration focuses journalistic preparation on television and radio broadcast outlets and professional techniques for news production and on-air performance.

Print/Online: This concentration incorporates traditional principles of newspaper reporting and design with additional applications for online media forms.

The program provides all students with opportunities to gain practical experience appropriate to their interest through *The Sojourn*, WIWU-TV51, WIWU-FM, *Caesura*, and *Legacy*.

Requirements (45-46 credits)

Division Core (11-12 credits)

COM-105	Communication in Context	1
COM-329	Media and Society	3
COM-340	Communication Theory	3
COM-479	Communication Senior Seminar I	1
COM-480	Communication Senior Seminar II	3

Choose one Communication Lab:

COM-116P	Communication Lab-Public Relations	0 to 1
COM-116R	Communication Lab-Radio	0 to 1
COM-116V	Communication Lab-Television	0 to 1
COM-116T	Communication Lab-Theatre	0 to 1

Major Requirements (22 credits)

COM-112	Introduction to Multimedia Storytelling	2
COM-200	Convergent Journalism Practicum	1
COM-211	Introduction to Mass Communication	3
COM-224	Introduction to Newswriting	3
COM-363	Media Law and Ethics	3
COM-373	Convergent Journalism	3
COM-483	Advanced Newswriting and Reporting	3
COM-445	Communication Internship	3

COM-200: Must be taken twice

Concentrations (Choose one) (12 credits)

Multi-Media

Choose 12 units from:

COM-113	Introduction to TV Production	2
COM-114	Intro to Radio Broadcasting	2
COM-214	Radio Production	3
COM-223	Communication Graphics	3
COM-250	Media Scriptwriting	3
COM-280	Intercultural Communication	3
COM-314	Studio Production	3
COM-321	Persuasion	3
COM-322	Broadcast Journalism	3
COM-331	Public Relations Writing and Publicity	3

COM-332	Photojournalism	3
COM-336	Special Topics in Communication and Theatre	0 to 3
COM-364	Field Production	3
COM-365	Broadcast Performance	3
COM-422	Television News	3
WRI-282	Writing for Results	3
WRI-353	Magazine Writing	3
WRI-457	Nonfiction	3

Broadcast**Required (6 credits)**

COM-322	Broadcast Journalism	3
COM-422	Television News	3

Electives (6 credits)

Choose 6 units from:

COM-113	Introduction to TV Production	2
COM-114	Intro to Radio Broadcasting	2
COM-214	Radio Production	3
COM-250	Media Scriptwriting	3
COM-314	Studio Production	3
COM-364	Field Production	3
COM-365	Broadcast Performance	3

Print/Online**Required (6 credits)**

COM-223	Communication Graphics	3
COM-332	Photojournalism	3

Electives (6 credits)

Choose 6 units from:

COM-280	Intercultural Communication	3
COM-321	Persuasion	3
COM-331	Public Relations Writing and Publicity	3
COM-336	Special Topics in Communication and Theatre	0 to 3
WRI-282	Writing for Results	3
WRI-353	Magazine Writing	3
WRI-457	Nonfiction	3

Convergent Journalism Minor**Requirements (28 credits)****Division Core (9 credits)**

COM-115	Introduction to Human Communication	3
COM-329	Media and Society	3
COM-340	Communication Theory	3

Minor Requirements (16 credits)

COM-112	Introduction to Multimedia Storytelling	2
COM-200	Convergent Journalism Practicum	1
COM-211	Introduction to Mass Communication	3

COM-224	Introduction to Newswriting	3
COM-363	Media Law and Ethics	3
COM-373	Convergent Journalism	3

COM-200: Must be taken twice

Electives - Choose 3 units from: (3 credits)

COM-113	Introduction to TV Production	2
COM-114	Intro to Radio Broadcasting	2
COM-223	Communication Graphics	3
COM-250	Media Scriptwriting	3
COM-314	Studio Production	3
COM-322	Broadcast Journalism	3
COM-332	Photojournalism	3
COM-336	Special Topics in Communication and Theatre	0 to 3
COM-364	Field Production	3
COM-365	Broadcast Performance	3
WRI-282	Writing for Results	3

Media Communication - B.S.

The Media Communication major has the dual purpose of preparing students for career opportunities in the various areas of media (e.g., television, radio, online) and giving them the broad liberal arts education necessary to achieve success in this rapidly changing industry. Among the diverse possibilities afforded by media work (online, television, film, radio, print, etc.) are content areas and skills all students should master, including history and structures, writing, and production.

Concentrations:

Production: This concentration recognizes the broader career prospects and leadership opportunities for the student working "behind-the-scenes" in media careers. Courses emphasize off-camera, non-performance aspects of media and theatrical production.

Performance: This concentration is for students wishing to appear on-mic or on-camera in the "talent" positions of media work. It offers specialized training, such as "broadcast performance," but also recognizes the commonalities in performance skills and thus allows coursework in public speaking and acting.

Requirements (47-48 credits)

Division Core (11-12 credits)

COM-105	Communication in Context	1
COM-329	Media and Society	3
COM-340	Communication Theory	3
COM-479	Communication Senior Seminar I	1
COM-480	Communication Senior Seminar II	3

Choose one Communication Lab:

COM-116J	Communication Lab-Journalism	0 to 1
COM-116P	Communication Lab-Public Relations	0 to 1
COM-116T	Communication Lab-Theatre	0 to 1

Major Requirements (18 credits)

COM-112	Introduction to Multimedia Storytelling	2
COM-113	Introduction to TV Production	2
COM-114	Intro to Radio Broadcasting	2
COM-211	Introduction to Mass Communication	3
COM-250	Media Scriptwriting	3
COM-363	Media Law and Ethics	3
COM-445	Communication Internship	3

Writing Electives (Choose one) (3 credits)

COM-224	Introduction to Newswriting	3
COM-251	Principles of Script Analysis	3
COM-331	Public Relations Writing and Publicity	3

Division Electives (Choose two) (6 credits)

COM-227	Research Methods in Communication	3
COM-233	Principles of Public Relations	3
COM-280	Intercultural Communication	3
COM-362	Scriptwriting	3
COM-366	Organizational Communication	3
COM-370	Symbols and Imaging	3
COM-321	Persuasion	3
COM-464	Media Management	3

Concentrations (Choose one) (9 credits)

Production

Choose 9 units from:

COM-214	Radio Production	3
COM-220	Radio Practicum	1
COM-223	Communication Graphics	3
COM-240	Television Practicum	1 to 2
COM-272	Stagecraft	3
COM-314	Studio Production	3
COM-322	Broadcast Journalism	3
COM-364	Field Production	3
COM-422	Television News	3

Performance

Choose 9 units from:

COM-214	Radio Production	3
COM-220	Radio Practicum	1
COM-226	Voice and Movement	3
COM-240	Television Practicum	1 to 2
COM-252	Beginning Acting	3
COM-322	Broadcast Journalism	3
COM-365	Broadcast Performance	3
COM-422	Television News	3

Media Communication Minor

Requirements (21-23 credits)

Division Core (9 credits)

COM-115	Introduction to Human Communication	3
COM-329	Media and Society	3
COM-340	Communication Theory	3

Minor Requirements (9-11 credits)

COM-116R	Communication Lab-Radio	0 to 1
COM-116T	Communication Lab-Theatre	0 to 1
COM-211	Introduction to Mass Communication	3
COM-250	Media Scriptwriting	3
COM-363	Media Law and Ethics	3

Electives (Choose one) (3 credits)

COM-224	Introduction to Newswriting	3
COM-233	Principles of Public Relations	3
COM-251	Principles of Script Analysis	3
COM-331	Public Relations Writing and Publicity	3
COM-362	Scriptwriting	3
COM-370	Symbols and Imaging	3
COM-464	Media Management	3

Strategic Communication - B.S.

The Strategic Communication major addresses the broad principles of communication that apply to organizational leadership and public relations engagement. It can prepare graduates for careers in public relations firms, advertising agencies, health care organizations, educational institutions, social service organizations, retail and manufacturing, financial institutions, government agencies, lobbying, and sports and entertainment industries. Grounded in the strengths of the division's core classes, the strategic communication curriculum develops students' practical skills and perspectives through coursework in theory, technique, and application of skills in partnership with nonprofit and on-campus organizations, and local media outlets.

Concentrations:

Public Relations – This concentration prepares students in the professional practices of the public relations industry. Students gain expertise in strategic planning, writing, promotion and publicity, graphic design, and media tools and techniques.

Organizational Communication – This concentration creates opportunities to evaluate and prioritize communication with internal and external constituencies of an organization. It applies traditional interpersonal and group communication skills in an organizational, structural context.

Requirements (45-46 credits)

Division Core (11-12 credits)

COM-105	Communication in Context	1
COM-329	Media and Society	3
COM-340	Communication Theory	3
COM-479	Communication Senior Seminar I	1
COM-480	Communication Senior Seminar II	3

Choose one Communication Lab:

COM-116J	Communication Lab-Journalism	0 to 1
COM-116R	Communication Lab-Radio	0 to 1
COM-116V	Communication Lab-Television	0 to 1
COM-116T	Communication Lab-Theatre	0 to 1

Strategic Communication Core Requirements (19 credits)

COM-233	Principles of Public Relations	3
COM-227	Research Methods in Communication	3
COM-366	Organizational Communication	3
COM-370	Symbols and Imaging	3
COM-321	Persuasion	3
COM-300	Communication Research Practicum	1 to 2
	or	
COM-201	Public Relations Practicum	1
COM-445	Communication Internship	3

Concentrations (Choose one)

Public Relations Concentration (15 credits)

COM-112	Introduction to Multimedia Storytelling	2
COM-201	Public Relations Practicum	1

COM-223	Communication Graphics	3
COM-224	Introduction to Newswriting	3
COM-331	Public Relations Writing and Publicity	3
COM-431	Public Relations Campaigns and Cases	3

Organizational Communication Concentration (15 credits)

LDR-200	Foundations of Leadership	3
COM-209	Small Group Communication	3
COM-280	Intercultural Communication	3
MNG-210	Management Principles	3
COM-326	Conflict Communication	3

Public Relations Minor

Requirements (23 credits)

Division Core (9 credits)

COM-115	Introduction to Human Communication	3
COM-329	Media and Society	3
COM-340	Communication Theory	3

Minor Requirements (11 credits)

COM-201	Public Relations Practicum	1
COM-227	Research Methods in Communication	3
COM-233	Principles of Public Relations	3
COM-331	Public Relations Writing and Publicity	3

COM-201: Must be taken twice

Electives (Choose one) (3 credits)

BUS-100	Foundations of Business	3
BUS-101	Business Ethics	3
COM-113	Introduction to TV Production	2
COM-211	Introduction to Mass Communication	3
COM-314	Studio Production	3
COM-322	Broadcast Journalism	3
COM-332	Photojournalism	3
COM-364	Field Production	3
COM-366	Organizational Communication	3
ECO-212	Microeconomics	3
ECO-213	Macroeconomics	3
HST-250	Contemporary Affairs	1
HST-300	Western/American Intellectual and Social History	3
HST-301	American Foreign Relations	3
HST-302	American Political Parties	3
MKG-210	Marketing Principles	3
MNG-210	Management Principles	3
POL-100	American Government	3
POL-200	State and Local Government and Politics	3
POL-230	World Politics	3
WRI-282	Writing for Results	3

Theatre - B.S.

The Theatre major is designed for students eager to become better theatrical performers, producers and technicians who glorify God by delivering modern parables. Building on the theoretical strengths of the division's core classes, the Theatre major further develops students with practical skills and perspectives through their coursework in writing, performance and creative production, as well as a full university production schedule of plays and musicals.

Requirements (47-48 credits)

Division Core (11-12 credits)

COM-105	Communication in Context	1
COM-329	Media and Society	3
COM-340	Communication Theory	3
	or	
COM-370	Symbols and Imaging	3
COM-479	Communication Senior Seminar I	1
COM-480	Communication Senior Seminar II	3

Choose one Communication Lab:

COM-116J	Communication Lab-Journalism	0 to 1
COM-116P	Communication Lab-Public Relations	0 to 1
COM-116R	Communication Lab-Radio	0 to 1
COM-116V	Communication Lab-Television	0 to 1

Major Requirements (24 credits)

COM-120	Introduction to Theatre	3
COM-251	Principles of Script Analysis	3
COM-252	Beginning Acting	3
COM-272	Stagecraft	3
COM-315	Principles of Stage Directing	3
COM-317	Theatre History and Dramatic Literature I	3
ENG-360	Modern Drama	3
	or	
ENG-361	Shakespeare	3
COM-445	Communication Internship	3

Concentrations (Choose one) (12 credits)

Performance

Required (9 credits)

COM-226	Voice and Movement	3
COM-355	Advanced Acting	3
COM-367	Stage Design for Theatre II	3

Electives (3 credits)

Choose one:

MUS-114	Class Voice (complete 3 credits)	1
COM-214	Radio Production	3
COM-270	Stage Management	3
COM-310	Stage Design for Theatre I	3
COM-362	Scriptwriting	3
COM-365	Broadcast Performance	3
COM-368	Theatre Management	3

Technical**Required (9 credits)**

COM-270	Stage Management	3
COM-310	Stage Design for Theatre I	3
COM-367	Stage Design for Theatre II	3

Electives (3 credits)

Choose one:

ART-121	Drawing I	3
ART-224	Design I: Two-Dimensional Design	3
COM-214	Radio Production	3
COM-226	Voice and Movement	3
COM-355	Advanced Acting	3
COM-362	Scriptwriting	3
COM-368	Theatre Management	3

Theatre Management**Required (9 credits)**

COM-270	Stage Management	3
COM-362	Scriptwriting	3
COM-368	Theatre Management	3

Electives (3 credits)

Choose one:

COM-226	Voice and Movement	3
COM-233	Principles of Public Relations	3
COM-310	Stage Design for Theatre I	3
COM-331	Public Relations Writing and Publicity	3
COM-352	Interpersonal Communication	3
COM-355	Advanced Acting	3
COM-367	Stage Design for Theatre II	3

Theatre Minor**Requirements (21-23 credits)****Division Core (9 credits)**

COM-115	Introduction to Human Communication	3
COM-329	Media and Society	3
COM-340	Communication Theory	3

Minor Requirements (9-11 credits)

COM-116T	Communication Lab-Theatre	0 to 1
COM-120	Introduction to Theatre	3
COM-252	Beginning Acting	3
COM-272	Stagecraft	3

COM-116T: Must be taken twice

Electives (Choose one) (3 credits)

COM-226	Voice and Movement	3
COM-270	Stage Management	3
COM-310	Stage Design for Theatre I	3
COM-355	Advanced Acting	3
COM-367	Stage Design for Theatre II	3

Modern Language and Literature Division

The Division of Modern Language and Literature is committed to developing Christian scholars who explore all facets of the spoken and written word – strong leaders faithful to their calling to use language responsibly, creatively, effectively and joyfully, to the glory of God.

The division offers seven majors: English (p. 102), English Education (p. 103), Spanish (p. 103), Spanish Education (p. 105), TESOL (p. 106) (Teaching English to Speakers of Other Languages), TESOL Education (p. 107) and Writing (p. 107). The division also offers five minors: English (p. 103), Writing (p. 109), TESOL (p. 107), Spanish, and World Languages (p. 105) (Spanish, French, and Mandarin Chinese). Students prepare both theoretically and practically for a personal and professional life that recognizes language and literature as among God's great gifts.

The Division of Modern Language and Literature offers general education classes for all students in reading, writing, literature, language study, Spanish, French, and Mandarin Chinese. It operates both a language lab and a writing center, featuring appropriate technology and tutoring. It sponsors trips abroad open to all students, oversees the student publication *Caesura*, and arranges for speakers and performers in the areas of language and literary arts. It promotes the love of language arts and the deliberate study and use of careful, powerful language in the IWU community and in God's world.

English - A.B.

The major in English is designed to provide students with a broad, liberal arts background, an in-depth study of literature and language, a developing understanding of the human condition, and proficiency in effective communication, both written and oral. The major leads to a wide variety of professional opportunities, whether the graduate looks toward higher education, business, industry, government, law, medicine, social service or editing. It is an excellent basis for graduate studies not only in English but also in other areas, particularly when combined with a second major such as Philosophy, History or Religion. The education major in English is further designed to add training and specific professional experience to the liberal arts major (see education section (p. 167) of the catalog).

Requirements (40-52 credits)

Required Courses (9 credits)

ENG-220	Approaches to Literary Analysis	3
ENG-352	History of English Language	3
ENG-481	English Capstone	3
	or	
WRI-481	Writing Capstone	3

WRI-481: ENG/WRI double majors only

Advanced Writing (3 credits)

WRI-234	Advanced Writing	3
	or	
WRI-281	Rhetorical Strategies	3
	or	
WRI-282	Writing for Results	3

Upper-Level Literature – Three Required Categories (9 credits)

Category I (American Lit) Colonial - 19th Century

Choose one of the following:

ENG-371	American Renaissance	3
ENG-372	Hawthorne	3
ENG-373	American Short Fiction	3
ENG-374	American Poetry	3
ENG-476	American Literature to 1830	3
ENG-477	Melville	3
ENG-478	Pre-Twentieth Century American Literature - Advanced Study	3

Category II (British Lit) Pre-20th Century

Choose one of the following:

ENG-361	Shakespeare	3
ENG-362	Victorian Literature	3
ENG-364	Romantic Literature	3
ENG-462	Milton	3
ENG-466	Chaucer	3
ENG-468	Pre-Twentieth Century British Literature - Advanced Study	3

Category III (American/British Lit) Post 1900

Choose one of the following:

ENG-360	Modern Drama	3
ENG-365	British Literature of the Twentieth Century	3
ENG-370	Twentieth-Century American Literature	3
ENG-430	Contemporary Literature	3
ENG-440	Literary Criticism	3
ENG-469	Post-1900 British Literature - Advanced Study	3
ENG-479	Post-1900 American Literature - Advanced Study	3

Literature Electives (except ENG-180) (6 credits)**Electives in English/Writing (above 120 except ENG-180) (6 credits)****Supporting hours in English, Writing or Education (above 120 except ENG-180) (7 credits)****Foreign Language (0-12 credits)**

Intermediate competency in modern or ancient foreign language

Foreign Language Requirement

All majors will achieve intermediate competency in an ancient or modern foreign language in one of the following ways: 1) completing, with a grade of "C" or above, eight high school semesters of a single foreign language, 2) earning a passing grade at the Intermediate II university level, or 3) passing an intermediate-level competency exam approved by the coordinator of the foreign language department (usually a CLEP test). The requirement may be waived if English is not the student's first language. Foreign language is not required for the minor in English.

English Minor**Requirements (24 credits)****Required Courses (24 credits)**

ENG-220	Approaches to Literary Analysis	3
	Electives in ENG or WRI (above 120 except ENG-180), at least 9 hours in upper-level courses.	21

English Education Major

See the education section of the catalog for a list of specific requirements for the English Education (p. 167) major.

Spanish - A.B.

The Spanish major is designed to help students develop proficiency in the communication, cultures, connections and communities important to the language. Because of the large Spanish-speaking population in the United States, opportunities for multilingual professionals are increasing. The IWU Spanish major equips students to be world changers through the power of the Spanish language. The education major in Spanish is further designed to add training and specific professional experience to the liberal arts major (see education section (p. 177) of the catalog).

Requirements (41-47 credits)

Language (3-9 credits)

Prerequisite: SPA-117 and SPA-118 or beginning-level competency by examination.

SPA-237	Intermediate Spanish I	3
SPA-238	Intermediate Spanish II	3
SPA-347	Spanish Conversation/Composition	3

Students are required to pass SPA-347 with a minimum grade of "C" before advancing to other 300 or 400 level upper-division classes.

Advisors may, however, grant some students permission to take another upper-division class at the same time that they are taking SPA-347.

Students may not elect to take SPA-237 or SPA-238 after successfully completing upper-level courses except by permission of the division.

History and Culture (6 credits)

SPA-348	Latin American Studies	3
SPA-354	Latin American History	3
SPA-365	Special Topics in Spanish Culture	3 to 9
SPA-371	Hispanic Culture in the U.S.	3
SPA-372	Culture and Civilization of Spain	3

Literature (6 credits)

SPA-457	Survey of Spanish Literature	3
SPA-458	Survey of Spanish American Literature	3
SPA-461	Contemporary Spanish Literature	3
SPA-462	Spanish Short Stories	3
SPA-465	Special Topics in Spanish Literature	3 to 9

Foreign Study Experience (3 credits)

SPA-370	Hispanic Culture and Language Studies and/or	3

Students may transfer a 300 or 400 level course taken abroad that focuses on the history, culture or literature of a Spanish-speaking country or the theory or practical use of the Spanish language. Must be taught in Spanish and must be from an approved, accredited program.

Senior Seminar (1 credit)

SPA-470	Spanish Capstone	1

Spanish Electives (12 credits)

SPA-357	Spanish Linguistics and Phonology	3
SPA-420	Advanced Spanish Grammar	3
SPA-475	Independent Learning-Spanish	1 to 3
	or	
	Any SPA course listed above not taken to meet another requirement	3

Cognate (10 credits)

Choose from one of the following fields:

Second Foreign Language

History
 Religion
 Intercultural Studies
 or
 another field approved by the division

Spanish Minor

Requirements (24 credits)

Language (3-9 credits)

Prerequisite: SPA-117 and SPA-118 or beginning-level competency by examination.

SPA-237	Intermediate Spanish I	3
SPA-238	Intermediate Spanish II	3
SPA-347	Spanish Conversation/Composition	3

Students are required to pass SPA-347 with a minimum grade of "C" before advancing to other 300 or 400 level upper-division classes.

Advisors may, however, grant some students permission to take another upper-division class at the same time that they are taking SPA-347.

Students may not elect to take SPA-237 or SPA-238 after successfully completing upper-level courses except by permission of the division.

Electives in Spanish (15-21 credits)

SPA-348	Latin American Studies	3
SPA-354	Latin American History	3
SPA-357	Spanish Linguistics and Phonology	3
SPA-365	Special Topics in Spanish Culture	3 to 9
SPA-370	Hispanic Culture and Language Studies	3
SPA-371	Hispanic Culture in the U.S.	3
SPA-372	Culture and Civilization of Spain	3
SPA-420	Advanced Spanish Grammar	3
SPA-457	Survey of Spanish Literature	3
SPA-458	Survey of Spanish American Literature	3
SPA-461	Contemporary Spanish Literature	3
SPA-462	Spanish Short Stories	3
SPA-465	Special Topics in Spanish Literature	3 to 9
SPA-475	Independent Learning-Spanish	1 to 3

Spanish Education Major

See the education section of the catalog for a list of specific requirements for the Spanish Education (p. 177) major.

World Languages Minor

Requirements (18-24 credits)

Electives - Any Combination of Courses from the Following (6 credits):

Additional courses in the language of emphasis (including 100 level**)

Courses in a different foreign language (at any level)

The following courses:

INT-220	Intercultural Relationships	3

ICD-240	Urban Anthropology	3
INT-315	Cross-Cultural Communication of Faith	3
INT-402	Contemporary Global Issues	3

* Students can waive all or part of the 6-credit requirement by one of the following means:

1. Demonstrating intermediate-level proficiency on the MLL-designated placement exam for the language of emphasis.
2. Gaining approval of the language instructor designated by the division chair to assess proficiency in the language of emphasis.
3. Gaining exam (e.g., AP exam or CLEP exam) or transfer credit at the intermediate level.

** Students cannot take language courses at a level lower than the one they placed into by placement exam or than the one(s) they received credit for from AP, CLEP, or transfer.

Language of Emphasis (9-15 credits)

0-6 credits must be at the 200 level*	0-6
9 credits must be at the 300-400 level	9

Linguistics (3 credits)

ENG-170	Introduction to Linguistics	3

TESOL - A.B.

TESOL – Teaching English to Speakers of Other Languages

The TESOL major provides specialized instruction in the theory and skills of teaching second language acquisition, equipping students to change the world in a tangible way. The TESOL curriculum includes a rigorous core that covers language/linguistics, language acquisition, TESOL/TEFL theory, assessment practices, and cultural awareness and experience. Graduates with a TESOL major should be prepared to teach English to adult speakers of other languages around the world. The education major in TESOL is further designed to add training and specific experience in elementary and secondary schools (see education section (p. 178) of the catalog).

Requirements (42-54 credits)

Intercultural (3 credits)

INT-220	Intercultural Relationships	3

English/TESOL (21 credits)

ENG-170	Introduction to Linguistics	3
ENG-241	Studies in English Grammar	3
TSL-203	TESOL Theoretical Foundations	3
TSL-305	Second Language Acquisition	3
TSL-350	TESOL Assessment and Testing	3
TSL-420	English Linguistics for TESOL	3
TSL-450	English Grammar Pedagogy	2

TESOL Methods and Practicum (6 credits)

EDU-382TE	Methods of Teaching Sr High/Jr High/ Middle School Teaching English to Speakers of Other Languages	3
TSL-385	Practicum in TESOL	3

Foreign Language (0-12 credits)

Foreign language	0-12
or	
Demonstration of intermediate-level competency	

Electives (12 credits)

(Choose at least one course from all three areas.)

Language Studies

ENG-352	History of English Language	3
WRI-165	English Language and Composition	3
WRI-210	Theories and Methods of Writing Consultancy	0 to 1
	Any foreign language course (in addition to competency requirement)	3-6

Intercultural Studies

REL-266	Ministry in Urban Settings	3
INT-350	Transformational Development Principles	3
INT-402	Contemporary Global Issues	3
SOC-225	Cultural Anthropology	3

Communication

COM-115	Introduction to Human Communication	3
COM-252	Beginning Acting	3
COM-352	Interpersonal Communication	3

TESOL Minor**Requirements (24-36 credits)****Intercultural (3 credits)**

INT-220	Intercultural Relationships	3

English/TESOL (15 credits)

ENG-170	Introduction to Linguistics	3
ENG-241	Studies in English Grammar	3
TSL-203	TESOL Theoretical Foundations	3
TSL-305	Second Language Acquisition	3
TSL-350	TESOL Assessment and Testing	3

TESOL Methods and Practicum (6 credits)

EDU-382TE	Methods of Teaching Sr High/Jr High/ Middle School Teaching English to Speakers of Other Languages	3
TSL-385	Practicum in TESOL	3

Foreign Language (0-12 credits)

	Foreign language	0-12
	or	
	demonstration of intermediate-level competency	

TESOL Education Major

See the education section of the catalog for a list of specific requirements for this elementary/secondary TESOL Education (p. 178) major.

Writing - A.B.

The liberal arts major in Writing is designed to prepare students to become outstanding communicators with a high level of proficiency in the use of the written word. The major stresses both the artistic joy of composition and the practical application of writing skills to communication challenges in everyday life. Graduates may elect to pursue careers as writers, editors or communications consultants, or may wish to apply their expertise in education, business or the ministry. With its strong liberal arts emphasis, a Writing major is recommended as an excellent professional degree program. Majors graduate with a range of writing experience in various genres, with exposure to modern composition theory, and with training in the practical application of rhetoric to life. While the program requires a comprehensive study and practice of writing, it also encourages the student to discover his or her best voice and style.

Foreign Language Requirement

All majors will achieve intermediate competency in an ancient or modern foreign language in one of the following ways: 1) completing, with a grade of "C" or above, eight high school semesters of a single foreign language, 2) earning a passing grade at the Intermediate II university level, or 3) passing an intermediate-level competency exam approved by the coordinator of the foreign language department (usually a CLEP test). The requirement may be waived if English is not the student's first language. Foreign language is not required for the minor in Writing.

Requirements (42 credits)

Required Courses (12 credits)

WRI-230	Sentence Strategies	3
WRI-234	Advanced Writing	3
WRI-235	Creative Writing	3
WRI-481	Writing Capstone	3
	or	
ENG-481	English Capstone	3

ENG-481: ENG/WRI double majors only

Literature Electives (except ENG-180) (12 credits)

Electives in WRI-200 (or above) or the following COM courses: (18 credits)

COM-223	Communication Graphics	3
COM-224	Introduction to Newswriting	3
COM-331	Public Relations Writing and Publicity	3
COM-362	Scriptwriting	3
COM-483	Advanced Newswriting and Reporting	3
COM	COM course by divisional permission	3

Writing 2nd Major (Taken only as a second major) (30 credits)

WRI-230	Sentence Strategies	3
WRI-234	Advanced Writing	3
WRI-235	Creative Writing	3
WRI-481	Writing Capstone	3
	or	
ENG-481	English Capstone	3

ENG-481: ENG/WRI double majors only

Literature Electives (except ENG-180) (12 credits)

Electives in WRI-200 (or above) or the following COM courses: (6 credits)

COM-223	Communication Graphics	3
COM-224	Introduction to Newswriting	3
COM-331	Public Relations Writing and Publicity	3
COM-362	Scriptwriting	3
COM-483	Advanced Newswriting and Reporting	3

Writing Minor

Requirements (24 credits)

Required Courses (24 credits)

Writing courses 200 or above
or
COM courses listed in the Writing
A.B. major

Writing Center

The Writing Center seeks to assist the student body with every stage of the writing process through consultations with trained student writing consultants. It provides employment and experience in peer consultancy to many students both within and outside of our division.

The Writing Center supports IWU's mission to develop students in scholarship by providing them with tools to enhance academic excellence and by equipping them to be successful in their vocations.

Latin American and Iberian Studies Interdisciplinary Minor

The Division of Modern Language and Literature, the School of Theology and Ministry, and the Division of Social Sciences have created an interdisciplinary minor in Latin American and Iberian Studies (p. 146).

Music Division

Purpose

The Division of Music is committed to preparing men and women to be the best possible musicians who recognize that all gifts and talents are from God, to be cultivated to their highest potential for humble service to God and others. Since 1994, Indiana Wesleyan University Division of Music has been an accredited member of the National Association of Schools of Music (NASM) <http://nasm.arts-accredit.org> or 703-467-0700. Music scholarships are available for Music majors by audition. Contact the division for applications.

General Education Competencies

Students in this major meet the general education competencies by taking the approved standard courses.

Admission to the Music Major

Permission to declare a music major at IWU is neither automatic nor assumed merely because a student wants to study music. Students must demonstrate a degree of aptitude and preparedness, both academically and musically. Those conditions can be met by the following means:

1. Academic readiness can be demonstrated by completing a placement exam in music theory. If students are not prepared for the exam, equivalency can be met by taking MUS-160, Introduction to Music Theory, and earning a grade of "C" or above.
2. Performance readiness can be proven by an audition before selected music faculty or by submitting an audio or video recording of pieces showing appropriate levels of accomplishment.
3. Audition for the music faculty. Two pieces in contrasting styles must be performed in the student's applied area. One additional piece may be performed in a second applied area. No taped accompaniments; an accompanist will be provided if needed.
4. All students are required to submit three letters of reference from former music teachers, from music directors, or from other musicians who can verify the student's readiness to study music at the collegiate level.

This policy applies to both transfer students and entering freshmen. Students living a considerable distance from Marion may be accepted as provisional majors pending an audition/interview following arrival on campus.

If an applicant fails in any of the above requirements but still wishes to be admitted as a major, the status of provisional music major will be granted. The student will be expected to re-audition and successfully complete MUS-160 at the end of the first semester of study. Upon satisfactory completion, the applicant will be classified as a music major.

Admission to Upper-divisional Studies

Admission to upper-level studies is granted by the music faculty through the Upper-divisional Hearing. This consists of a performance and written examination in which the candidate's applied and academic progress is evaluated, and the candidate is questioned regarding content of courses completed and progress toward career goals. An overall grade-point average of 2.75 is required for admission to upper-divisional studies and no grade below a "C" in any music class.

Other Requirements for All Music Majors

- MUS-200 Recital Attendance (seven semesters)
- Class Piano Requirements
- Large Ensemble Participation (participation in major ensemble each semester)
- Upper Divisional Hearing
- Young Performer Series Recital

Applied Music - A.B.

The major in Music with an emphasis in Applied prepares the student for graduate study or private studio teaching. It may be effectively combined with other majors such as Christian Ministries, Christian Worship, or Christian Education. Emphasis may be choral (C), instrumental (I), or general (G).

Requirements (52-60 credits)

Required Core Courses (40-42 credits)

MUS-101-401	Applied Music	7
MUS-160	Introduction to Music Theory (Prerequisite for Music Theory I)	(0-2)
MUS-162	Music Theory I	3
MUS-261	Music Theory II	3
MUS-264	Music Theory III	3
MUS-164	Ear Training I	2
MUS-263	Ear Training II	2
MUS-266	Ear Training III	1
MUS-265	Form and Analysis	2
MUS-285	Beginning Conducting	2
MUS-371	Music History and Literature I	3
MUS-372	Music History and Literature II	3
MUS-442	Senior Recital - Music Majors	2
MUS-490	Senior Seminar	2
	Ancient or Modern Language	3

Additional Required Core Course for Vocal Emphasis only

MUS-125	Diction for Singers 1	2

Additional Required Core Course for Keyboard Emphasis only

MUS-119	Keyboard Skills I	1
MUS-248	Keyboard Literature	2
MUS-321	Keyboard Skills II	1

Electives selected from the following (10 credits):

Instrumental Emphasis

MUS-114	Class Voice	1
MUS-275	Introduction to Computer Applications in Music	1
MUS-286	Advanced Conducting	2

MUS-290	Jazz Improvisation	1
MUS-300	Arranging	1

MUS-114: non-vocal major

Instrumental Emphasis MUST take all four of the following Techniques courses:

MUS-281	Woodwind Techniques	2
MUS-282	String Techniques	2
MUS-283	Percussion Techniques	2
MUS-284	Brass Techniques	2

Vocal Emphasis

MUS-225	Diction for Singers II	2
MUS-275	Introduction to Computer Applications in Music	1
MUS-280	Choral Techniques	2
MUS-286	Advanced Conducting	2
MUS-365	Vocal Pedagogy	2
MUS-366	Song Literature	2

Piano Emphasis

MUS-100	Applied Study - Non-Majors	1
MUS-245	Piano Pedagogy I	2
MUS-246	Piano Pedagogy II	2
MUS-275	Introduction to Computer Applications in Music	1
MUS-286	Advanced Conducting	2
MUS-290	Jazz Improvisation	1
MUS-218	Collaborative Piano	2

General emphasis applied music majors must add the following:

	Four semesters of secondary applied	4
	Large ensemble in secondary area	2
MUS-280	Choral Techniques	2
	Instrumental Techniques	2

Piano Proficiency (2-8 credits)

Competency through Level III
(instrumental)
or
Level IV (vocal)

Applied Music

Applied music (private study) is offered in voice, piano, organ, and all brass, woodwind, percussion, and string (including guitar) instruments. All applied study requires a private lesson fee.

Church Music - A.B.

The major in Music with an emphasis in Church Music prepares the student to be a minister of music or a worship arts director in the evangelical church. The program has a choral/vocal emphasis; therefore, most students will study voice as their applied major. There may be some other options; i.e., if the student is a keyboard major, 3 hours will be in keyboard and 1 hour in voice, and the required ensemble will be choral.

If an instrumentalist desires a church music major, 3 hours will be on the instrument and 1 hour in voice. The required ensemble will be divided between instrumental and choral. The student may elect to take additional semesters in any ensemble or applied study.

Requirements (46-54 credits)**Required Core Courses (38-40 credits)**

MUS-101-201	Major Applied Studies	4
MUS-149	Introduction to Contemporary Worship	2
MUS-160	Introduction to Music Theory	(0-2)
MUS-162	Music Theory I	3
MUS-175	Chapel Ensemble	1
MUS-261	Music Theory II	3
MUS-264	Music Theory III	3
MUS-164	Ear Training I	2
MUS-263	Ear Training II	2
MUS-266	Ear Training III	1
MUS-254	Church Music I - Christian Education/Administration	3
MUS-354	Church Music II - Worship	3
MUS-280	Choral Techniques	2
MUS-285	Beginning Conducting	2
MUS-371	Music History and Literature I	3
	or	
MUS-372	Music History and Literature II	3
MUS-450	Church Music Practicum	2
MUS-490	Senior Seminar	2

Electives selected from the following (6 credits):

MUS-124	Guitar Techniques	1
MUS-220	Organ Class	1
MUS-255	Contemporary Keyboard for the Church Accompanist	1
MUS-260	Hymnology	1
MUS-265	Form and Analysis	2
MUS-275	Introduction to Computer Applications in Music	1
MUS-286	Advanced Conducting	2
MUS-300	Arranging	1
MUS-442	Senior Recital - Music Majors	2
	or	
MUS-445	Church Music Senior Project	2
THE-233	Christian Theology I	3
REL-469	Pastoral Care and Counseling	3

Piano Proficiency (2-8 credits)

Competency through Level IV
(vocal/instrumental)
Competency through Keyboard Skills
I (piano)

Musical Organization and Ensemble

Participation is by arrangement with the music faculty. Four credits in ensemble may be counted toward a degree. Music majors must participate in an ensemble of their major area each semester (excluding semester of student teaching). General majors must also spend one year (2 semesters) in a major ensemble of their second applied area.

In the event that an instrumentalist plays a non-traditional ensemble instrument, such as guitar, the ensemble will be determined by consultation with the division chair.

Students must follow the specific requirements of their ensemble director. Each student is expected to participate for the entire year.

Church Music Minor

The minor provides preparation for work in the music program of a local church. It may be combined with a variety of majors.

Requirements (21-23 credits)

Required Courses (19 credits)

MUS-160	Introduction to Music Theory	2
MUS-162	Music Theory I	3
MUS-164	Ear Training I	2
MUS-254	Church Music I - Christian Education/Administration	3
MUS-285	Beginning Conducting	2
MUS-354	Church Music II - Worship	3
MUS-111-211	Applied Study (3 semesters)	3
MUS-200	Recital Attendance (4 semesters)	0
MUS-300	Arranging	1
	Large Ensemble Participation (2 semesters)	
MUS-175	Chapel Ensemble (2 semesters)	0
	Young Performer Series Recital (during final semester of applied study)	

Piano Proficiency (2-4 credits)

Competency through Level II

Music Composition - B. Mus.

This program will prepare the student in the liberal arts tradition for graduate school, further study in composition, or as a private teacher of music theory and composition.

Requirements (82 credits)

Required Core Courses (46 credits)

MUS-102P	Applied Study Perfor-Level 1	4
MUS-160	Introduction to Music Theory	2
MUS-162	Music Theory I	3
MUS-164	Ear Training I	2
MUS-180	Humanities Fine Arts	3
MUS-202P	Applied Study Perfor- Level 2	4
MUS-261	Music Theory II	3
MUS-263	Ear Training II	2
MUS-264	Music Theory III	3
MUS-266	Ear Training III	1
MUS-265	Form and Analysis	2
MUS-275	Introduction to Computer Applications in Music	1
MUS-302P	Applied Study Perfor Level 3	4
MUS-342P	EITHER a Junior Recital or a Collaborative Project (i.e., composing for film or drama) required during second semester of junior year.	

MUS-371	Music History and Literature I	3
MUS-372	Music History and Literature II	3
MUS-402P	Applied Study Perfor-Level 4	2
MUS-442	Senior Recital - Music Majors	2
MUS-490	Senior Seminar	2

Supportive Courses in Music (36 credits)**Required Courses (15 credits)**

MUS-105	Class Piano Level I	2
MUS-165	Class Piano Level II	2
MUS-205	Class Piano Level III	2
MUS-305	Class Piano Level IV	2
MUS-119	Keyboard Skills I	1
MUS-268	Counterpoint	2
MUS-285	Beginning Conducting	2
MUS-318	Orchestration	2

Ensembles – Choose seven from the following (7 credits):**Major Ensembles:**

MUS-182	Piano Ensemble	0 to 1
MUS-192	University Chorale	0 to 1
MUS-193	University Singers	0 to 1
MUS-194	Chamber Singers	0 to 1
MUS-196	Wind Ensemble	0 to 1
MUS-198	Orchestra	0 to 1

Minor Ensembles:

MUS-173	Handbell Ensemble	0 to 1
MUS-174	Women's Chorus	0 to 1
MUS-175	Chapel Ensemble	0 to 1
MUS-177	Clarinet Quartet	0 to 1
MUS-178	Saxophone Quartet	0 to 1
MUS-179	Woodwind Quintet	0 to 1
MUS-181	Guitar Ensemble	0 to 1
MUS-183	IWU Jazz Combo	0 to 1
MUS-184	World Music Ensemble	0 to 1
MUS-185	Flute Ensemble	0 to 1
MUS-186	Chamber Music	0 to 1
MUS-189	Honors Brass Quintet	0 to 1
MUS-195	Percussion Ensemble	0 to 1
MUS-197	Jazz Ensemble	0 to 1

Secondary Instrument (4 credits)

MUS-111	Applied Study - (music Minors)	1
MUS-112	Applied Study - (music Minors)	1
MUS-211	Applied Study - (music Minors)	1
MUS-212	Applied Study - (music Minors)	1

Music Elective hours selected from the following (9 credits):

MUS-280	Choral Techniques	2
MUS-281	Woodwind Techniques	2
MUS-282	String Techniques	2
MUS-283	Percussion Techniques	2

MUS-284	Brass Techniques	2
MUS-286	Advanced Conducting	2
MUS-300	Arranging	1

Performance - B. Mus.

This program will prepare the student in the liberal arts tradition for graduate school, for further study in performance, or as a private teacher.

Requirements (79-85 credits)

Major Area (43 credits)

Applied Music Courses (required in primary instrument or voice) (18 credits)

MUS-102P	Applied Study Perfor-Level 1	4
MUS-202P	Applied Study Perfor- Level 2	4
MUS-302P	Applied Study Perfor Level 3	2
MUS-342P	Junior Recital	2
MUS-402P	Applied Study Perfor-Level 4	2
MUS-442	Senior Recital - Music Majors	2
MUS-490	Senior Seminar	2

Foreign Language (3 credits)

FRE-117	Beginning French I	3
FRE-118	Beginning French II	3
FRE-237	Intermediate French I	3
FRE-238	Intermediate French II	3
SPA-117	Beginning Spanish I	3
SPA-118	Beginning Spanish II	3
SPA-199T	College Spanish I	3
SPA-237	Intermediate Spanish I	3
SPA-238	Intermediate Spanish II	3

Pedagogy Courses (6 credits)

For Piano Majors:

MUS-245	Piano Pedagogy I	2
MUS-246	Piano Pedagogy II	2
MUS-218	Collaborative Piano	2

For Voice Majors:

MUS-125	Diction for Singers I	2
MUS-225	Diction for Singers II	2
MUS-365	Vocal Pedagogy	2

For Instrumental Majors:

MUS-286	Advanced Conducting	2

Small Ensembles (4 credits):

MUS-176	Tuba/Euphonium Quartet	0 to 1
MUS-177	Clarinet Quartet	0 to 1
MUS-178	Saxophone Quartet	0 to 1
MUS-179	Woodwind Quintet	0 to 1
MUS-181	Guitar Ensemble	0 to 1
MUS-185	Flute Ensemble	0 to 1
MUS-186	Chamber Music	0 to 1

MUS-187	Trombone Ensemble	0 to 1
MUS-189	Honors Brass Quintet	0 to 1
MUS-195	Percussion Ensemble	0 to 1

Ensemble Courses (participation required for 7 semesters in residence) (10 credits)

Major Ensembles:

MUS-182	Piano Ensemble	0 to 1
MUS-192	University Chorale	0 to 1
MUS-193	University Singers	0 to 1
MUS-194	Chamber Singers	0 to 1
MUS-196	Wind Ensemble	0 to 1
MUS-198	Orchestra	0 to 1

Minor Ensembles: (minimum of 4 semesters required for piano majors - may not exceed more than 40% of ensemble participation)

MUS-167	Opera Workshop	0 to 3
MUS-173	Handbell Ensemble	0 to 1
MUS-174	Women's Chorus	0 to 1
MUS-175	Chapel Ensemble	0 to 1
MUS-176	Tuba/Euphonium Quartet	0 to 1
MUS-177	Clarinet Quartet	0 to 1
MUS-178	Saxophone Quartet	0 to 1
MUS-179	Woodwind Quintet	0 to 1
MUS-181	Guitar Ensemble	0 to 1
MUS-183	IWU Jazz Combo	0 to 1
MUS-184	World Music Ensemble	0 to 1
MUS-185	Flute Ensemble	0 to 1
MUS-186	Chamber Music	0 to 1
MUS-187	Trombone Ensemble	0 to 1
MUS-189	Honors Brass Quintet	0 to 1
MUS-190	Opera Theater	0 to 3
MUS-195	Percussion Ensemble	0 to 1
MUS-197	Jazz Ensemble	0 to 1
MUS-199	Brass Choir	0 to 1

Elective Music Courses (6 credits)

MUS-114	Class Voice	1
MUS-111	Applied Study - (music Minors)	1
MUS-112	Applied Study - (music Minors)	1
MUS-211	Applied Study - (music Minors)	1
MUS-212	Applied Study - (music Minors)	1
MUS-218	Collaborative Piano	2
MUS-280	Choral Techniques	2
MUS-281	Woodwind Techniques	2
MUS-282	String Techniques	2
MUS-283	Percussion Techniques	2
MUS-284	Brass Techniques	2
MUS-286	Advanced Conducting	2
MUS-287	Marching Band Techniques	1
MUS-290	Jazz Improvisation	1
MUS-300	Arranging	1

Supportive Courses in Music (36-42 credits)**Theory, Ear Training and Musicianship Courses (23 credits)**

MUS-160	Introduction to Music Theory	2
MUS-162	Music Theory I	3
MUS-164	Ear Training I	2
MUS-261	Music Theory II	3
MUS-263	Ear Training II	2
MUS-264	Music Theory III	3
MUS-266	Ear Training III	1
MUS-265	Form and Analysis	2
MUS-268	Counterpoint	2
MUS-275	Introduction to Computer Applications in Music	1
MUS-285	Beginning Conducting	2

History and Literature Courses (11 credits)

MUS-180	Humanities Fine Arts	3
MUS-371	Music History and Literature I	3
MUS-372	Music History and Literature II	3

For Piano Majors:

MUS-248	Keyboard Literature	2

MUS-248: for piano/organ majors

For Voice Majors:

MUS-366	Song Literature	2

MUS-366: for voice majors

For Other Instrument Majors:

MUS-375	Symphonic Literature	2

Piano Proficiency (2-8 credits)**For Piano Majors (2 credits):**

MUS-119	Keyboard Skills I	1
MUS-321	Keyboard Skills II	1

For Vocal Majors (8 credits):

MUS-105	Class Piano Level I	2
MUS-165	Class Piano Level II	2
MUS-205	Class Piano Level III	2
MUS-305	Class Piano Level IV	2

For Other Instrumental Majors (8 credits):

MUS-105	Class Piano Level I	2
MUS-165	Class Piano Level II	2
MUS-205	Class Piano Level III	2
MUS-305	Class Piano Level IV	2

Music Education Major

See the education section of the catalog for a list of specific courses required for Music Education (p. 170) major.

Music Minor

The Music minor is designed for the student with a major in another discipline who has an interest in music. The curriculum strengthens and enriches the music background.

Requirements (18-20 credits)

Required Courses (16 credits)

MUS-160	Introduction to Music Theory	2
MUS-162	Music Theory I	3
MUS-164	Ear Training I	2
MUS-371	Music History and Literature I	3
	or	
MUS-372	Music History and Literature II	3
MUS-111-212	Applied Studies	4
MUS-285	Beginning Conducting	2
MUS-200	Recital Attendance (4 semesters)	0
	Large Ensemble Participation (4 semesters)	
	Young Performer Series Recital (during final semester of applied study)	

Piano Proficiency (2-4 credits)

Competency through Level II

Music Therapy - A.B.

Music therapy is a health profession that uses music and musical experiences implemented by a trained music therapist to maintain or change a person's functioning level in a variety of health domains. The Music Therapy program is designed to train students to use musical, clinical and personal skills to help meet identified needs in their clients.

Requirements (97 credits)

Studies in Music (55 credits)

MUS-160	Introduction to Music Theory	2
MUS-162	Music Theory I	3
MUS-164	Ear Training I	2
MUS-261	Music Theory II	3
MUS-263	Ear Training II	2
MUS-264	Music Theory III	3
MUS-265	Form and Analysis	2
MUS-266	Ear Training III	1
MUS-274	Computer Applications for Music Educator	2
MUS-285	Beginning Conducting	2
MUS-300	Arranging	1
MUS-371	Music History and Literature I	3
MUS-372	Music History and Literature II	3
MUS-383	Elementary Music Methods for Music Education Majors	2
MUS-490	Senior Seminar	2
MUS-200	Recital Attendance	0
MUS-365	Vocal Pedagogy	2
MUS-184	World Music Ensemble	0 to 1
MUS-181	Guitar Ensemble	0 to 1
MUS	An additional 6 hours of major	6

	ensemble	
MUS	Applied studies in voice, piano, and guitar	12

Studies in Music Therapy and Clinical Foundations (42 credits)

MUS-104	Foundation and Principles of Music Therapy	3
MUS-306	Assessment and Evaluation Tehnniques For Music Therapy	3
MUS-206	Music Therapy Methods and Techniques	3
PSY-276	Psychology of the Exceptional Learner	3
PSY-250	Developmental Psychology	3
PSY-366	Psychology of Abnormal Behavior	3
PSY-485	Theories of Counseling	3
PSY-487	Techniques of Counseling	3
MUS-406	Research in Music Therapy	3
MUS-307	Influence of Music on Behavior	3
MUS-405	Internship in Music Therapy	3
MUS-208	Psychology of Music	3
MUS-207	Music Therapy With Various Populations	3

MUS-405: Must be taken twice

School of Social and Behavioral Sciences and Business

The purpose of the School of Social and Behavioral Sciences and Business is to nurture students' God-given calling to one of the disciplines represented by the divisions. This is accomplished through exploration and study in the science and practice of human relationships. The faculty are all committed Christians and highly qualified professionals who are scientist-practitioners in their areas of specialization, and excel as scholars. Faculty often collaborate with students on projects involving research or professional practice. The School is comprised of four divisions. The divisions are Social Sciences, Behavioral Sciences, Business, and Graduate Counseling. Students in this school have the opportunity to work in 18 undergraduate majors and 10 undergraduate minors, including a cross-disciplinary minor with Latin American and Iberian Studies. They can also earn two-year associate degrees in Addictions Counseling, Accounting, and Business Administration. The Division of Graduate Counseling offers six graduate majors.

Behavioral Sciences Division

The Behavioral Sciences Division offers the following majors and minors. Some majors require criminal background checks. The fees for these checks are the responsibility of the student.

Addictions Counseling - B.S.

Purpose

The addictions counseling program mission is to develop professionals who understand the bio-psycho-social-spiritual correlates of substance use disorders and are capable of facilitating appropriate interventions with affected individuals, families and communities. The courses are intended to establish a solid understanding of the dynamics of addiction as well as the evidence-based clinical practices used to treat these disorders. Students will become knowledgeable of the current scientific literature and the diverse perspectives on the nature and treatment of addictions. The program seeks to balance didactic and experiential learning opportunities. The program also partners with other majors for helping professionals. Students majoring in Psychology, Criminal Justice, Social Work, Sociology, Nursing, or Education will likely find addictions courses helpful in preparing to meet the needs of the populations that they will encounter in their professional endeavors. The program prepares students to meet the requirements for license as alcohol and drug counselors in Indiana and many other states as well as meeting nationally established standards. Students should review their specific state requirements and guidelines.

The addictions counseling program seeks to emphasize Christian commitment and compassionate service in a manner that resonates with the "heart" of the University and our world-changing focus. The addictions counseling major promotes development in the areas of Christian character, critical thinking, oral/written communication, analytical reasoning, scholarship, and the awareness of diversity issues. Successful graduates will evidence a comprehensive understanding of addictive behavior, the capacity to facilitate effective client interventions, and a commitment to ethical standards, cultural sensitivity, and a Christian worldview.

Admission to the Major

Students should apply to the major before taking any course above the ADC 200 level and must have completed or be currently enrolled in ADC-210 and ADC-212. Admission to the major requires completion of an application, and a formal interview with the Addictions Counseling Committee. The Addictions Counseling Committee reserves the right to deny any student admission to the major who fails to demonstrate adequate academic, personal, or pre-professional effectiveness.

Continuation of the Major

Students should maintain a 2.5 cumulative GPA and a 3.0 GPA in Addictions. Failure to do so may necessitate repeating courses or withdraw from the Addictions major. Students must also demonstrate appropriate pre-professional readiness before being placed in a field practicum placement.

Requirements

The addictions counseling major consists of 30 hours in addictions, 12 hours in psychology and 3 hours in sociology for a total of 45 credit hours. Students in this major meet the general education competencies by taking the approved standard courses.

Requirements (45 credits)

Required Courses

ADC-210	Addictions Theory	3
ADC-212	Psychopharmacology	3
ADC-291	Urban Encounter for the Helping Profession	1
ADC-310	Addictions Counseling Skills	3
ADC-320	Theory and Practice of Group Counseling	3
ADC-330	Counseling Addicted and Dysfunctional Family Systems	3
ADC-410	Addictions Seminar	1 to 2
ADC-458	Addiction Programs and Professional Development	3
ADC-461	Addictions Counseling Practicum I	2 to 3
ADC-462	Addictions Counseling Practicum II	2 to 3
ADC-463	Addictions Counseling Practicum III	2 to 3
PSY-250	Developmental Psychology	3
	or	
PSY-251	Child Development	3
	or	
PSY-252	Adolescent Growth and Development	3
PSY-322	Physiological Psychology	3
PSY-366	Psychology of Abnormal Behavior	3
PSY-370	Theories of Personality	3
SOC-210	Minority Group Relations	3

ADC-410: Must be taken three times.

Addictions Studies Minor

The Addictions Studies minor consists of 24 credit hours with 18 hours in addictions, 3 hours in psychology, and 3 hours in sociology.

Requirements (24 credits)

Addictions Required Courses (18 credits)

ADC-210	Addictions Theory	3
ADC-212	Psychopharmacology	3
ADC-310	Addictions Counseling Skills	3
ADC-320	Theory and Practice of Group Counseling	3
ADC-330	Counseling Addicted and Dysfunctional Family Systems	3
ADC-458	Addiction Programs and Professional Development	3

Psychology Required Course (3 credits)

PSY-366	Psychology of Abnormal Behavior	3

Sociology Required Course (3 credits)

SOC-210	Minority Group Relations	3

Addictions Studies - A.S.

Associate Degree in Addiction Studies

This degree is intended for those who plan to pursue pre-professional and support positions in the addictions field. It is anticipated that these individuals will work under the supervision of physicians, nurses, psychologists, and social workers. The academic requirements of this degree are commensurate with the Addiction Studies minor (p. 120). A bachelor's degree is strongly recommended for those who wish to become counselors.

Criminal Justice - B.S.

Purpose

The curriculum of the Criminal Justice major is designed to give the student an opportunity to prepare for a position in law enforcement, probation and other court services, corrections, or one of the many other agencies connected with the criminal justice system.

The Criminal Justice major gives the student an understanding of the three areas that comprise the criminal justice system: law enforcement, the courts, and corrections. A major objective of the program is to provide a biblical Christian response to three basic questions: What conduct is (or should be) prohibited by law? How is it determined that a person is guilty of such conduct? What is (or should be) done with those who are found guilty?

The practicum program gives senior students on-site experience through placement with one of many agencies, including police and sheriff departments, probation departments, prosecutor's office, and other agencies.

The Criminal Justice major is an excellent preparation for pre-law students, as well as those interested in graduate studies in criminal justice. The major is often combined with another discipline, allowing a student to graduate with a double major. Sociology, political science, psychology, business, history, and addictions counseling are excellent combinations with criminal justice.

Requirements

A major consists of 41 hours.

Requirements (41 credits)

Required Core Courses (35 credits)

CRJ-181	Introduction to Criminal Justice	3
BIO-109	Forensic Science (with Lab)	4
CRJ-202	Introduction to Corrections	3
CRJ-246	Criminology	3
CRJ-268	Crisis Intervention	3
CRJ-275	Police Administration	3

CRJ-309	Youth and Crime	3
CRJ-318	Criminal Procedures	3
CRJ-358	Criminal Law	3
CRJ-463	Forensics	3
CRJ-485	Practicum in Criminal Justice	3
CRJ-490	Criminal Justice Senior Seminar	1

Criminal Justice Electives (6-7 credits)**General Education Competencies**

Students in this major meet the general education competencies by taking the approved standard courses.

Pre-art Therapy - B.S

Pre-art Therapy Major

This program is designed for students interested in applying art skills and counseling skills together in a therapy setting. It is a pre-graduate program with courses in two fields.

The undergraduate major in Pre-art Therapy would include 30 hours in psychology and 30 hours in art with the following designated courses:

Requirements (60 credits)

Art Courses (30 credits)

ART-121	Drawing I	3
ART-221	Drawing II	3
ART-224	Design I: Two-Dimensional Design	3
ART-324	Design II: Three-Dimensional Design	3
ART-241	Ceramics I	3
ART-343	Ceramics II	3
ART-331	Representational Painting	3
ART-332	Abstract Painting	3
ART-251	Sculpture I	3

ART-121, ART-221, ART-224, ART-324, ART-241, and ART-331: Courses required prior to "mid-point review."

Choose one course in Art History:

ART-381	Art History I	3
ART-382	Art History II	3
ART-383	Early Renaissance	3
ART-385	Baroque Art	3
ART-386	Impressionism	3
ART-387	Modern Art	3
ART-476	Art Enrichment	3

Additional art courses recommended:

ART-281	Commercial Layout and Design	3
ART-351	Sculpture II	3
ART-379	Color Theory	3
ART-441	Ceramics III	3

Psychology Courses (30 credits)

PSY-150	General Psychology	3
PSY-152	General Psychology II	3
PSY-250	Developmental Psychology	3
	or	
PSY-251	Child Development	3
	or	
PSY-252	Adolescent Growth and Development	3

PSY-355	Research Methods for the Behavioral Sciences	3
PSY-366	Psychology of Abnormal Behavior	3
PSY-370	Theories of Personality	3
PSY-485	Theories of Counseling	3
PSY-487	Techniques of Counseling	3
	or	
PSY-385	Psychology Practicum	2 to 3
Additional electives recommended:		
PSY-210	Introduction to Art Therapy	3
PSY-225	Learning and Motivation	3
PSY-322	Physiological Psychology	3
PSY-371	Family Systems Therapy	3
PSY-380	Cognitive-Behavioral Counseling	3
PSY-390	Psychology Seminar	1

Psychology - B.S.

Purpose

The courses in the Psychology major have been designed to give the student a broad base and solid foundation in several areas of psychology to provide the student with many career options. Students may choose to pursue careers in mental health, school guidance, clinical psychology, family counseling, teaching, or human resources, or further graduate study. A strong emphasis is made in integrating principles of Christianity and psychology with practical applications.

General Education Competencies

Students in these majors meet the general education competencies by taking the approved standard courses, including options of COM-352 and MAT-305.

Admission to the Psychology Major

Admission to the Psychology major requires a formal screening process separate from initial declaration of intent to major in Psychology. The process includes successfully passing PSY-290 with a grade of "C" or above, completion of an application and an essay, plus an interview with the Psychology Committee after completion of seven hours of lower-level psychology courses.

Continuation in the Psychology Major

Students must maintain a 2.5 cumulative GPA and a 2.5 academic GPA in their coursework in the Psychology major. Failure to do so may necessitate repeating courses or withdrawal from the Psychology major.

Personal Qualities

Students must evidence emotional stability and adherence to a lifestyle representative of the Christian principles on which Indiana Wesleyan University is established.

The Psychology Department faculty reserves the right to request the withdrawal of any student who in its judgment fails to satisfy the psychology requirements of relationship skills, mental and social fitness, physical health, and quality of academic performance.

Requirements for Single Majors (48-49 credits)

Required Core Courses (36-37 credits)

PSY-150	General Psychology	3
PSY-152	General Psychology II	3
PSY-225	Learning and Motivation	3
	or	
PSY-227	Adv.Topics in Behavioral, Cognitive, and Neuropsychological Research	3
PSY-290	Psychology Seminar	1

PSY-291	Urban Encounter for the Helping Profession	1
PSY-250	Developmental Psychology	3
	or	
PSY-251	Child Development	3
	or	
PSY-252	Adolescent Growth and Development	3
PSY-322	Physiological Psychology	3
MAT-305	Statistics for Social Sciences	3
PSY-355	Research Methods for the Behavioral Sciences	3
PSY-360	Social Psychology	3
PSY-366	Psychology of Abnormal Behavior	3
PSY-390	Psychology Seminar	1
PSY-370	Theories of Personality	3
	or	
PSY-485	Theories of Counseling	3
PSY-385	Psychology Practicum	2 to 3

PSY-250: Strongly recommended.

MAT-305: Counts as general education MAT requirement for Psychology majors.

Electives (12 credits)

Psychology Electives	6
Behavioral Science Electives	6

Elective Options Recommended

PSY-250	Developmental Psychology	3
PSY-251	Child Development	3
PSY-252	Adolescent Growth and Development	3
PSY-370	Theories of Personality	3
PSY-485	Theories of Counseling	3
PSY-371	Family Systems Therapy	3
ADC-320	Theory and Practice of Group Counseling	3
PSY-210	Introduction to Art Therapy	3
PSY-380	Cognitive-Behavioral Counseling	3
CRJ-268	Crisis Intervention	3
ADC-212	Psychopharmacology	3
PSY-487	Techniques of Counseling	3
PSY-490	Senior Capstone	1
PSY-475	Special Topics	1 to 3
PSY-473	Supervised Practicum	1 to 3
PSY-471	Faculty/Student Collaborative Research Psychology: Research	1 to 3
PSY-493	Integration of Psychology and Christianity	3
PSY-495	History and Systems of Psychology	3

Requirements for Double Majors (42-43 credits)

Required Core (36-37 credits)

Psychology Electives (6 credits)

Psychology Minor

The Psychology minor (or teaching minor public school certification) may be earned by meeting the following requirements:

Minor Requirements (24 credits)

Courses recommended for a major (24 credits)

Social Work - B.S.

Mission Statement

The mission of the Social Work program is to prepare social work students for generalist entry-level practice and provide opportunities for students to become world changers who have a desire to integrate personal faith and learning to maximize one's ability to be of service to one's fellow human beings.

Core Competencies

Upon completion of the Social Work program at Indiana Wesleyan University, students will be able to demonstrate the following core competencies within the framework of the generalist model of social work practice:

- Provide opportunities for the integration of Christian principles within the context of professional social work values and ethics.
- Identify as a professional social worker and conduct oneself accordingly.
- Apply social work ethical principles to guide professional practice.
- Apply critical thinking to inform and communicate professional judgments.
- Engage diversity and difference in practice.
- Advance human rights and social and economic justice.
- Engage in research-informed practice and practice-informed research.
- Apply knowledge of human behavior and the social environment.
- Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
- Respond to context that shape practice.
- Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities.

Students wishing to continue graduate education may be eligible for advanced standing at many graduate schools of social work. Graduates of the Social Work program are eligible to become full members of the National Association of Social Workers (NASW) and National Association of Christian Social Workers (NACSW). Indiana Wesleyan University's Social Work program is accredited by the Council on Social Work Education (CSWE); phone 703-683-8080.

Throughout the curriculum, theory and practice are integrated through a variety of classroom experiences and agency settings. Students are required to become active within the community in a variety of capacities throughout the program. Students are required to complete 90 volunteer hours prior to field placement. The senior field placement involves working 32 hours per week in a social service agency under the supervision of a professional social worker. According to CSWE the field placement is the signature pedagogy of Social Work program professional development.

General Education Competencies

Students in this major meet the general education competencies by taking the approved standard courses.

Requirements (70 credits)

Required Courses

BIO-106	Environment and Society	4
	or	
BIO-111	Anatomy and Physiology I	4
ECO-211	Introduction to Economics	3
POL-200	State and Local Government and Politics	3
PSY-150	General Psychology	3
SOC-150	Principles of Sociology	3

SOC-152	Social Problems	3
SOC-210	Minority Group Relations	3
SOC-482	Social Research	3
SWK-170	Introduction to Social Work	3
SWK-335	Social Welfare Organization	3
SWK-336	Social Policy	3
SWK-342	Human Behavior and the Social Environment I	3
SWK-343	Human Behavior and the Social Environment II	3
MAT-305	Statistics for Social Sciences	3
SWK-355	Social Work Practice I	3
SWK-356	Social Work Practice II	3
SWK-357	Social Work Practice III	3
SWK-366	Social Work Field Placement I	3
SWK-370	Social Work Field Placement Seminar I	3
SWK-466	Social Work Field Placement II	9
SWK-470	Social Work Field Placement Seminar II	3

MAT-305: Counts as general education math course for Social Work majors with a grade of "C" or above.

BIO-106, ECO-211, POL-200, PSY-150, SOC-150 and SOC-152: Counts as required general education courses for Social Work majors with a grade of "C" or above.

BIO-111: Students with a double major in Psychology should choose this option.

Entrance Requirements

Along with submission of an application and SAT or ACT scores to the director of admissions, the student must declare social work as his or her choice of major. High school courses which provide a good foundation for the study of social work include social studies, sociology, psychology, American government, economics, English, writing, and communications.

Admission to the Social Work Program

The admission of students to the Social Work program is a formal process separate from the initial declaration of Social Work as a major. The process includes successful completion of the Introduction to Social Work course and completion of 45 credit hours with a cumulative grade-point average of 2.5 at the time of application to the program. Each student must submit to the Social Work program an initial portfolio after completing the Introduction to Social Work course. The student will then present his or her portfolio along with being interviewed by the Social Work Admissions Committee. Based on the portfolio presentation, interview, letters of reference, and other application materials, the committee decides whether to grant admission into the program. Any unfavorable decision may be appealed by following the grievance procedures on file in the department and student handbook.

Admission to Field Placement Internships

During the second semester of the junior year, each student is required to complete a Social Work Field Practicum Application along with updated portfolio. Students will present their portfolio along with being interviewed by the Director of Field Instruction and committee. Students are required to complete 90 hours of volunteer experience prior to being accepted into the Field Placement experience. This documentation is submitted along with the Field Practicum Application. Field Placement options are discussed and a tentative plan is created for Field Placement based on the student's interest and needs.

Continuation in the Social Work Program

The social work faculty reserves the right to request the withdrawal of any student whose academic performance, social fitness, and mental or physical health make it inadvisable to continue in the program. All decisions regarding continuation in the program are based on the recommendations of the Social Work Admissions Committee.

Students who receive a grade of less than a "C" in any course required for the social work major must repeat the course. Students must maintain an overall grade-point average of 2.5 and a 2.7 in the major. Most social work courses are offered only one semester a year, so a delay in graduation of one or two semesters may occur. A senior must present a grade-point average

of 2.7 in the field placement experience and a cumulative grade-point average of 2.5 in order to graduate. Juniors or seniors who fall below this grade-point average will be placed on probation for the following semester. Failure to raise the grade-point average to 2.5 could then result in dismissal from the program.

In order to graduate, students must pass their final portfolio presentation given their spring semester of their senior year.

Sociology Minor

Requirements (24 credits)

Required Courses (12 credits)

SOC-150	Principles of Sociology	3
SOC-152	Social Problems	3
SOC-200	Marriage and Family	3
SOC-225	Cultural Anthropology	3

Electives from the following (12 credits):

SWK-170	Introduction to Social Work	3
PSY-250	Developmental Psychology	3
	or	
PSY-251	Child Development	3
	or	
PSY-252	Adolescent Growth and Development	3
SOC-210	Minority Group Relations	3
SOC-246	Criminology	3
CED-354	Working With Children	3
COM-352	Interpersonal Communication	3
SOC-360	Social Psychology	3

Business Division

Mission

The mission of the Division of Business is to equip business students to become world changers in their chosen profession. It is our profound desire to graduate students who are prepared and eager to impact the world for the cause of Christ.

Curriculum

The curriculum combines theory and practice, is built upon a Christian liberal arts foundation, and emphasizes the need to apply Christian principles to the workplace. Business students graduate with the knowledge and skills they need to succeed.

Degrees Available

Bachelor of Science

The four-year Bachelor of Science (B.S.) degree is available in six majors: Accounting (p. 129), Business Administration (p. 130), Entrepreneurship (p. 131), Finance (p. 132), Management (p. 132) and Marketing (p. 133).

Students who do not have a major in the Division of Business may select a minor in Accounting (p. 130) or Business Administration (p. 130). Minors are not available in Entrepreneurship, Finance, Management or Marketing.

Associate of Science

The two-year Associate of Science (A.S.) degree is available in Accounting (p. 130) and Business Administration (p. 131). The two-year degree is not available in Entrepreneurship, Finance, Management or Marketing.

Double Majors

A student may double major in any two of the six majors by completing the specific requirements of each major. Students with double majors within the Division of Business must complete a minimum of 66 unique Division of Business credit hours (75 unique credit hours if one of the two majors is Accounting). Outside of the 36-hour core, no course can be used to satisfy a requirement in both majors.

Other double majors are possible by combining the study of one of the six divisional majors with any major, such as (but not limited to) Art, Communications, Computer Information Systems, Criminal Justice, Economics, English, History, Leadership, Mathematics, Music, Political Science, Psychology, Sociology, or Sports Management.

If the student combines the Business Administration major with a major outside the Division of Business, the requirement to have 12 hours of 300-400 level courses within the Division of Business will be satisfied by 12 hours of 300-400 level courses from the other major. This provision applies only if the Business Administration major is the only major the student has within the Division of Business.

Admission to Division Guidelines and Criteria

Before being admitted to the division, students will be classified as pre-majors (e.g., Pre-Business Administration). After admittance, students will be classified according to their major(s) (e.g., Business Administration). Admission to the division is required before students are allowed to take 300-400 level courses within the Division of Business. (An exception is made for Accounting majors who may take 300 level accounting courses before they have been admitted to the division.)

Admission to the division is neither automatic nor assumed simply because a student wants to study in the division. To be admitted to the division, students must demonstrate a degree of knowledge and preparedness. Students must satisfy the following criteria before applying to the division:

1. Complete 40 total credit hours.
2. Complete all of the following courses:
 - BUS-100 Foundations of Business
 - ACC-201 Accounting Principles I
 - ACC-202 Accounting Principles II
 - ECO-212 Microeconomics
 - ECO-213 Macroeconomics
 - MNG-210 Management Principles
 - MKG-210 Marketing Principles
3. Have a **2.5** overall GPA and a **2.5** GPA within the Division of Business.
4. Have a minimum grade of "C" in all courses required by the major.
5. Satisfy the General Education Requirements for **writing competency, mathematics and communication**.
6. Submit a portfolio (work from the courses listed above to include a résumé and at least one showcase piece of work or project from a course listed above).
7. Submit an individual admission essay (outlining your career objectives, talents, strengths and weaknesses).
8. Complete a division interview.

Students who satisfy the above criteria must complete an **Application for Admission to the Division** and submit it to the business faculty advisor. If the above requirements have been met, the application will be approved unless there is a problem that needs to be discussed with the Division Chair. The Division of Business faculty reserves the right to deny admission to the major to any student who fails to satisfy the behavioral expectations outlined in the student handbook.

Transfer students who satisfy substantially all of the above criteria may petition the Division of Business to be admitted to the division. The same holds true for IWU students with a major outside the Division of Business who add or change their major to one that is offered in the division.

To continue in the Division of Business, students must maintain an overall 2.5 GPA and a 2.5 GPA in the division. Students must also have a minimum grade of "C" in all courses required by the major. Failure to do so may necessitate repeating courses (university policy allows a course to be repeated once) or withdrawal from the division. Note: If a student has questions regarding action taken by the Division of Business he or she has the right to appeal the action through established procedure in the IWU Catalog.

Transfer Credit

Credit for all courses in the major transferred from other schools must be approved by the Division of Business before admission to the division. Students currently enrolled as majors in the division may not transfer any courses into the division for credit without prior written approval from the division. Following are the guidelines for transfer credit:

1. The Division of Business will accept 100-200 level courses taken at other institutions for IWU 100-200 level courses, so long as the courses have been approved by the instructor in the discipline.
2. The Division of Business will not accept 100-200 level courses taken at other institutions to satisfy IWU Division of Business upper level course requirements.
3. The Division of Business will waive BUS-100 for any transfer student, who transfers in at least 12 hours of business courses, but the division will not waive the credits — the student will substitute the 3 hours of credits with a course recommended by the advisor or Division Chair.
4. Transfer students pursuing the B.S. degree in one of the six majors in the Division of Business must complete a minimum of 18 credit hours from the IWU Division of Business. Transfer students pursuing the A.S. degree or minor in Business Administration must complete a minimum of 9 credit hours from the IWU Division of Business.

General Education Competencies

Students in the Division of Business must meet the general education competencies by taking the approved standard courses. In regards to courses offered in the Division of Business, the intercultural experience requirement may be met by successfully completing either ACC-390 or BUS-390.

Accounting - B.S.

Requirements (60 credits)

Common Core (36 credits)

BUS-100	Foundations of Business	3
BUS-101	Business Ethics	3
ACC-201	Accounting Principles I	3
ACC-202	Accounting Principles II	3
ECO-212	Microeconomics	3
ECO-213	Macroeconomics	3
MKG-210	Marketing Principles	3
MNG-210	Management Principles	3
BUS-210	Business Law	3
FIN-210	Managerial Finance	3
BUS-320	Business Statistics	3
BUS-452	Strategic Management	3

Major Requirements (15 credits)

ACC-311	Intermediate Financial Accounting I	3
ACC-312	Intermediate Financial Accounting II	3
ACC-341	Managerial Cost Accounting I	3
ACC-371	Federal Income Tax I	3
ACC-423	Auditing	3

Major Electives (6 credits)

Choose two of the following:

ACC-342	Managerial Cost Accounting II	3
ACC-372	Federal Income Tax II	3
ACC-451	Advanced Accounting	3

Experiential Application (3 credits)

Choose one of the following:

ACC-399	Service Learning	3
ACC-381	Accounting Practicum	1 to 3
ACC-390	International Business	3

Accounting Minor

*A minor in Accounting is available by completing the same requirements as for the two-year associate degree, Accounting - A.S. (p. 130) Transfer students must complete a minimum of 9 credit hours from the IWU Division of Business.

Accounting - A.S.

Requirements (24 credits)

Common Core (18 credits)

BUS-100	Foundations of Business	3
ACC-201	Accounting Principles I	3
ACC-202	Accounting Principles II	3
ECO-212	Microeconomics	3
ECO-213	Macroeconomics	3
BUS-210	Business Law	3

Minor Electives (6 credits)

Choose two of the following:

ACC-311	Intermediate Financial Accounting I	3
ACC-312	Intermediate Financial Accounting II	3
ACC-341	Managerial Cost Accounting I	3
ACC-342	Managerial Cost Accounting II	3
ACC-371	Federal Income Tax I	3
ACC-372	Federal Income Tax II	3

Business Administration - B.S.

Requirements (51 credits)

Common Core (36 credits)

BUS-100	Foundations of Business	3
BUS-101	Business Ethics	3
ACC-201	Accounting Principles I	3
ACC-202	Accounting Principles II	3
ECO-212	Microeconomics	3
ECO-213	Macroeconomics	3
MKG-210	Marketing Principles	3
MNG-210	Management Principles	3
BUS-210	Business Law	3
FIN-210	Managerial Finance	3
BUS-320	Business Statistics	3
BUS-452	Strategic Management	3

Major Electives (12 credits)

300-400 level courses taken within the Division of Business. (If the student has another major outside the Division of Business, this requirement will be satisfied by 12 hours of 300-400 level courses from the other major.)

Experiential Application (3 credits)

Choose one of the following:

BUS-399	Service Learning	3
BUS-382	Business Administration Practicum	1 to 3
BUS-390	International Business	3

Business Administration Minor

*A minor in Business Administration is available by completing the same requirements as for the two-year associate degree, Business Administration - A.S. (p. 131)

Transfer students must complete a minimum of 9 credit hours from the Division of Business.

Business Administration - A.S.

Requirements (24 credits)

Common Core (15 credits)

BUS-100	Foundations of Business	3
ACC-201	Accounting Principles I	3
ACC-202	Accounting Principles II	3
ECO-212	Microeconomics	3
ECO-213	Macroeconomics	3

Minor Requirements (6 credits)

MKG-210	Marketing Principles	3
MNG-210	Management Principles	3

One elective course from the following areas (3 credits):

ACC	3
BUS	3
ENT	3
FIN	3
MKG	3
MNG	3

Entrepreneurship - B.S.

Requirements (51 credits)

Common Core (36 credits)

BUS-100	Foundations of Business	3
BUS-101	Business Ethics	3
ACC-201	Accounting Principles I	3
ACC-202	Accounting Principles II	3
ECO-212	Microeconomics	3
ECO-213	Macroeconomics	3
MKG-210	Marketing Principles	3
MNG-210	Management Principles	3
BUS-210	Business Law	3
FIN-210	Managerial Finance	3
BUS-320	Business Statistics	3
BUS-452	Strategic Management	3

Major Requirements (12 credits)

ENT-340	Entrepreneurship & New Venture Creation	3
ENT-341	Organizational Intrapreneurship	3
ENT-455	Entrepreneurial Planning and Strategy	3
MNG-324	Small Business Management	3

Experiential Application (3 credits)

Choose one of the following:

BUS-390	International Business	3
ENT-399	Service Learning	3
ENT-483	Entrepreneurship Practicum	1 to 3

Finance - B.S.

Requirements (51 credits)

Common Core (36 credits)

BUS-100	Foundations of Business	3
BUS-101	Business Ethics	3
ACC-201	Accounting Principles I	3
ACC-202	Accounting Principles II	3
ECO-212	Microeconomics	3
ECO-213	Macroeconomics	3
MKG-210	Marketing Principles	3
MNG-210	Management Principles	3
BUS-210	Business Law	3
FIN-210	Managerial Finance	3
BUS-320	Business Statistics	3
BUS-452	Strategic Management	3

Major Requirements (9 credits)

FIN-330	Investments	3
FIN-383	Real Estate Investment and Marketing	3
FIN-440	Financial Management	3

Major Electives (3 credits)

Choose one of the following:

FIN-450	Investment Services: Series 7	3
ACC-371	Federal Income Tax I	3
ECO-444	Money and Banking	3

Experiential Application (3 credits)

Choose one of the following:

FIN-399	Service Learning	3
FIN-384	Finance Practicum	1 to 3
BUS-390	International Business	3

Management - B.S.

Requirements (51 credits)

Common Core (36 credits)

BUS-100	Foundations of Business	3
BUS-101	Business Ethics	3
ACC-201	Accounting Principles I	3
ACC-202	Accounting Principles II	3
ECO-212	Microeconomics	3
ECO-213	Macroeconomics	3
MKG-210	Marketing Principles	3
MNG-210	Management Principles	3
BUS-210	Business Law	3
FIN-210	Managerial Finance	3
BUS-320	Business Statistics	3
BUS-452	Strategic Management	3

Major Requirements (9 credits)

MNG-324	Small Business Management	3
MNG-328	Human Resource Management	3
MNG-443	Organizational Behavior	3

Major Electives (3 credits)

Choose one of the following:

BUS-310	Business Communications	3
MNG-334	Production and Operations Management	3

Experiential Application (3 credits)

Choose one of the following:

MNG-399	Service Learning	3
MNG-385	Management Practicum	1 to 3
BUS-390	International Business	3

Marketing - B.S.**Requirements (51 credits)****Common Core (36 credits)**

BUS-100	Foundations of Business	3
BUS-101	Business Ethics	3
ACC-201	Accounting Principles I	3
ACC-202	Accounting Principles II	3
ECO-212	Microeconomics	3
ECO-213	Macroeconomics	3
MKG-210	Marketing Principles	3
MNG-210	Management Principles	3
BUS-210	Business Law	3
FIN-210	Managerial Finance	3
BUS-320	Business Statistics	3
BUS-452	Strategic Management	3

Major Requirements (6 credits)

MKG-348	Service Marketing	3
MKG-424	Strategic Marketing	3

Major Electives (6 credits)

Choose two of the following:

MKG-346	Consumer Behavior	3
MKG-353	Selling and Relationship Management	3
MKG-357	Advertising and Promotion	3
MKG-370	Digital Marketing	3
MKG-398	Marketing Research	3
MKG-444	Branding	3
FIN-383	Real Estate Investment and Marketing	3

Experiential Application (3 credits)

Choose one of the following:

MKG-399	Service Learning	1 to 3
MKG-386	Marketing Practicum	1 to 3
BUS-390	International Business	3

Social Sciences Division

The Division of Social Sciences consists of two departments, which are the Department of History and Political Science and the Department of Economics, and offers seven majors: Economics (p. 134); History (p. 136); International Relations (p. 138); Political Science (p. 140); Political Science Pre-law (p. 143); Social Studies (p. 145); and Social Studies Education (p. 175). In

addition to offering minors in Economics (p. 135), History (p. 138), International Relations (p. 140), and Political Science (p. 142), the division offers a cross-disciplinary minor in Latin American and Iberian Studies (p. 146).

Majors in the Division of Social Sciences are designed to enable students to develop an integrated perspective and an analytical understanding of the world and its various institutional components. Herein division majors are intended to foster discernment of present realities and trends, and greater understanding of global contemporary patterns from the perspective of biblical presuppositions and a biblical Christian worldview.

Students majoring in Division programs are encouraged to consider double-majoring, completing a second program (outside or within the Division) within a four-year period. Frequently selected combinations are noted under each major. Careful advising and course planning is necessary, in close consultation with academic advisors. In addition to meeting all requirements for both majors, students must be able to show that they meet the university requirement for a double major: a minimum of 30 hours of credit in each of two specific areas with a minimum of 51 unduplicated hours. Regarding *minors*, IWU requires that a minimum of 15 credit hours counting toward each minor be "unduplicated," that is, not needed to complete the student's other major(s) or minor(s).

Note that students majoring in History, Social Studies or Social Studies Education, or minoring in History, should complete HST-185 and HST-190 instead of HST-180. All other division students generally take HST-180 to meet the general education humanities history requirement. Any student may choose this substitution.

General Education Competencies

Please note that students for whom any division major is their **second** major will graduate with the degree designated by their **first** major (B.S. or A.B.) and will meet their intercultural experience and communication requirements as specified by their **first** major.

All other students, for whom a major in this division is their **first** major, are required to complete either COM-110, Speech Communication, or COM-352, Interpersonal Communication, to meet their communication competency. They are also required to fulfill their intercultural experience requirement as follows: Economics and International Relations majors are required to complete any approved standard course. (Note that the list of approved standard courses includes several courses offered by the division*: GEO-202, HST-230, HST-231, POL-232, HST-355, HST-370, and POL-371). Political Science and Political Science Pre-law majors are required to complete GEO-202, POL-232, or POL-371. Social Studies Education and Social Studies majors are required to complete GEO-202. History majors are required to complete three hours of modern language study or GEO-202, HST-230, HST-231, HST-355, or HST-370.

*Course titles of the intercultural experience courses listed above are as follows: GEO-202 Political and Cultural Geography; HST-231 National Latin America; HST-355 History of Mexico; HST-230 Colonial Latin America; POL-232 Comparative Politics; HST-370 International Cultural Studies; POL-371 International Studies.

General Education Degree Requirements

Students who have selected as their **first** major Economics, International Relations, Political Science or Political Science Pre-law will graduate with a B.S. To complete their B.S., students will be required to complete four hours of any lab science and three hours in math or CIS, which also count toward their general education requirements.

Students majoring in Social Studies Education or Social Studies will graduate with a B.S. They will be required to complete four hours of a lab science and three additional hours in math, which also count toward their general education requirements. In selecting these courses, students majoring in Social Studies Education need the approval of both the Education Division and the History and Political Science Department.

Students majoring in History (as their **first** major) will graduate with an A.B. They will need to satisfy the following language requirement: Proficiency in a non-native language at the intermediate level may be met by showing four years of high school foreign language with no grade below a "C," satisfactorily passing a language examination rated for the intermediate level of proficiency, or taking two years of college foreign language.

Economics - B.S.

Purpose

The Department of Economics has designed the Economics major to prepare students for graduate study and for careers in business, government or teaching. The study of economics is presented as one component of a larger biblical Christian worldview. Career opportunities for students majoring in Economics include financial analyst, investment broker, banker, economics researcher, market forecaster, government analyst, and with further study, university teacher. (Economics majors

desiring to teach economics in the secondary schools need to take a double major in Economics and Social Studies Education.) Employment opportunities are to be found in financial services, banking, real estate, insurance, business management, government service, research or teaching. The department also offers a 24-hour Economics minor (p. 135).

General Education Competencies

Please refer to the general education requirements and competencies section under the Division of Social Sciences (p. 133).

Requirements

A major in Economics includes 30 hours of economics and a cognate area of 10 hours, which may be additional courses in economics or a grouping directed in any one of the following areas: accounting, business administration, communications, computer information systems, criminal justice, economics, entrepreneurship, finance, history, management, marketing, mathematics, political science, psychology, social work, or as directed by the department.

Students whose **first** major is Economics must take ECO-322 Research Design and Methods and the senior capstone courses ECO-498 Economics Seminar/Research and ECO-499 Economics Seminar/Presentation.

Requirements (40 credits)

Required Courses (18 credits)

ACC-201	Accounting Principles I	3
MAT-305	Statistics for Social Sciences	3
	or	
BUS-320	Business Statistics	3
ECO-212	Microeconomics	3
ECO-213	Macroeconomics	3
ECO-306	Intermediate Microeconomics	3
ECO-307	Intermediate Macroeconomics	3
	Economics Electives	12
	Cognate	10

Electives (12 credits)

MAT-253	Calculus I	4
MAT-254	Calculus II	4
ECO-270	Comparative Economic Systems	3
ECO-275	Economics of Poverty	3
ECO-305	Entrepreneurship	3
ECO-320	American Economic History	3
ECO-315	Urban Economics and Policy	3
ECO-322	Research Design and Methods in Political Science and Economics	3
ECO-340	Globalization and Economic Development	3
ECO-365	Public Administration and Finance	3
ECO-444	Money and Banking	3
ECO-454	International Economics	3
ECO-463	Economic Thought	3
ECO-483	Economics Practicum	1 to 4
ECO-498	Economics Seminar - Research	2
ECO-499	Economics Seminar - Presentation	1

ECO-322, ECO-498 and ECO-499: Required for students taking Economics as their first major.

Cognate (10 credits)

Economics Minor

Requirements (24 credits)

Required Courses (18 credits)

ACC-201	Accounting Principles I	3
MAT-305	Statistics for Social Sciences	3
	or	
BUS-320	Business Statistics	3
ECO-212	Microeconomics	3
ECO-213	Macroeconomics	3
ECO-306	Intermediate Microeconomics	3
ECO-307	Intermediate Macroeconomics	3

Electives (6 credits)

ECO-270	Comparative Economic Systems	3
ECO-275	Economics of Poverty	3
MAT-253	Calculus I	4
MAT-254	Calculus II	4
ECO-305	Entrepreneurship	3
ECO-320	American Economic History	3
ECO-315	Urban Economics and Policy	3
ECO-322	Research Design and Methods in Political Science and Economics	3
ECO-340	Globalization and Economic Development	3
ECO-365	Public Administration and Finance	3
ECO-444	Money and Banking	3
ECO-454	International Economics	3
ECO-463	Economic Thought	3
ECO-483	Economics Practicum	1 to 4
ECO-498	Economics Seminar - Research	2
ECO-499	Economics Seminar - Presentation	1

ECO-322, ECO-498 and ECO-499: Required for students taking Economics as their first major.

History - A.B.

[Note: **Students for whom History is their **first** major will graduate with an A.B. degree. However, students with History as a **second** major will graduate with the degree designated by their **first** major, whether an A.B. or B.S. For a listing of **first** major History A.B. degree requirements, see the Division of Social Sciences (p. 133) overview. As stated in that paragraph, A.B. degree requirements do not apply to students for whom History is a second major.]

Purpose

The History major is offered by the Department of History and Political Science. The History major is chosen by students who have a variety of interests and objectives. It offers excellent preparation toward teaching, research, journalism, Christian ministries and graduate study. (History majors desiring to teach in secondary schools need to major in History and Social Studies Education. The History major combined with a major in Philosophy/Religion serves as excellent pre-seminary preparation. Also, the History major often serves as a companion double major with Accounting, Art, Biblical Literature, Biology, Business Administration, Christian Ministries, Communication Studies, Computer Information Systems, Criminal Justice, Economics, English, Intercultural Studies, International Relations, Mathematics, Music, Political Science, Political Science Pre-Law, Psychology, Philosophy and Theology, Social Studies, Social Work, Spanish or Writing. The department also offers a 24-hour History minor (p. 138).

General Education Competencies

Please refer to the general education requirements and competencies section under the Division of Social Sciences (p. 133).

Requirements

A major in History includes 33 hours of History and a cognate area of 9 hours, which may be additional courses in History or a grouping directed in any one of the following suggested areas: accounting, art, biblical literature, biology, business administration, Christian ministries, communication studies, computer information systems, criminal justice, economics, English, geography, intercultural studies, international relations, mathematics, music, political science, psychology, philosophy and theology, social studies, social work, Spanish, writing, or as directed by the department.

In place of HST-180, students majoring in History, Social Studies and Social Studies Education, or minoring in History, should complete HST-185 and HST-190. Students majoring in History are required to take a minimum of 12 hours of upper-division courses (numbered 300 or higher) offered by the department.

The specific social studies requirements for a History/Social Studies teaching major (Social Studies Education) are detailed under the Social Studies/Social Studies Education major (p. 145).

Requirements (42 credits)

Required Courses (12 credits)

HST-185	Foundations of Civilization to 1648	3
HST-190	The West and the World after 1648	3
HST-290	Making History: Historians, Historical Techniques and Historiography	3
HST-450	History Research Seminar	3

Regional Studies: three courses from the following: (9 credits)

HST-211	American Civilization to 1865	3
HST-212	American Civilization after 1865	3
HST-230	Colonial Latin America	3
HST-231	National Latin America	3

Electives-as approved by the Division (12 credits)

HST-103	Recent History and Politics	3
HST-211	American Civilization to 1865	3
HST-212	American Civilization after 1865	3
HST-230	Colonial Latin America	3
HST-231	National Latin America	3
HST-250	Contemporary Affairs	1
CON-253	Contemporary Economic Problems: Free to Choose	2 to 3
HST-220	Topics in History	3
HST-295	American Portraits	1 to 3
HST-300	Western/American Intellectual and Social History	3
HST-301	American Foreign Relations	3
HST-302	American Political Parties	3
HST-312	Medieval Civilization	3
HST-320	American Economic History	3
HST-321	History of the Muslim-Christian Encounter	3
REL-331	History of Christianity I	3
REL-332	History of Christianity II	3
HST-341	History of England to 1688	3
HST-342	History of England 1688 - Present	3
HST-355	Modern Mexico	3
HST-361	History of Russia and Eastern Europe	3
HST-370	International Cultural Studies	3
HST-380	History of Middle East and Africa	3
HST-381	History of East Asia	3
HST-395	Renaissance and Reformation	3
HST-400	American Constitutional History	3

HST-442	World War II	3
HST-475	Independent Learning in History	1 to 3
HST-499	History Honors	3

Cognate (9 credits)**Language Proficiency**

NOTE: Students majoring in History (as their **first** major) will graduate with an A.B. They will be required to satisfy the following language proficiency requirement:

Proficiency in a non-native language at the intermediate level may be met by showing four years of high school foreign language with no grade below a "C," satisfactorily passing a language examination rated for the intermediate level of proficiency, or taking two years of college foreign language.

Declaring and Maintaining a History Major

In order to pursue History as a first or second major, students need to consult with the coordinator of the Department of History and Political Science and then declare a History major in the Registrar's Office. Students majoring or minoring in History must maintain no less than a 2.25 GPA in the History major/minor.

Transfer Credit

A maximum of 15 hours in history may be transferred toward the major.

History Minor**Requirements (24 credits)****Required Courses (9 credits)**

HST-185	Foundations of Civilization to 1648	3
HST-190	The West and the World after 1648	3
HST-290	Making History: Historians, Historical Techniques and Historiography	3

Regional Studies (9 credits)

Choose three courses from the following:

HST-211	American Civilization to 1865	3
HST-212	American Civilization after 1865	3
HST-230	Colonial Latin America	3
HST-231	National Latin America	3

Electives (6 credits)

HST	Two courses from list of electives with at least one numbered 300 level or above	

International Relations - B.S.

The International Relations major offered by the Department of History and Political Science is designed for students interested in gaining an understanding of world politics and global affairs. Students will be introduced to important areas of study within the field of international relations including foreign policy analysis, global politics and governance, international political economy, and contemporary international policy issues. The department also offers an 18-hour International Relations minor (p. 140).

Purpose

The International Relations major enables students to develop a theoretical and practical understanding of global politics and contemporary international affairs. International Relations majors will be equipped with the necessary knowledge and skill for professional careers in government agencies, international organizations, domestic and international non-governmental organizations, and diplomacy. Students completing the major will also be prepared to pursue teaching, research and graduate

studies in international relations, and global public policy. Students majoring in International Relations may consider complementing their preparation with another major or minor in Business, Communication Studies, Economics, History, Intercultural Studies, International and Community Development, Political Science, Philosophy and Theology, TESOL, or Writing.

General Education Competencies

Please refer to the general education requirements and competencies section under the Division of Social Sciences (p. 133).

Requirements

The 51-credit-hour major in International Relations requires a core program of 42 credit hours, a nine-credit-hour concentration or cognate, and demonstrated proficiency in a foreign language at the intermediate level. The core of the program consists of required courses focusing on the foundations of international studies as well as elective courses selected by students within designated areas of international study. A concentration or cognate should be chosen according to a student's professional goals in completing the major's requirements. Students should fulfill part of their general education requirements in the social sciences by taking POL-100 and ECO-213. SOC-225 or PSY-150 are suggested courses for completing the remaining social science general education requirement. These required and recommended courses will allow students to meet general university requirements while also serving as prerequisites for a number of upper-level courses in concentration or cognate areas.

Language Proficiency

Proficiency in a non-native modern language at the intermediate level may be met by showing four years of high school foreign language with no grade below a "C," satisfactorily passing a language examination rated for the intermediate level of proficiency, or taking two years of college foreign language.

Requirements (51 credits)

Required Courses (18 credits)

POL-230	World Politics	3
POL-232	Comparative Politics	3
POL-322	Research Design and Methods in Political Science and Economics	3
INR-432	Global Governance	3
HST-301	American Foreign Relations	3
MAT-305	Statistics for Social Sciences	3

Choose two of the following capstone courses: (6 credits)

POL-350	Political Science Practicum	1 to 3
POL-371	International Studies	3
INR-470	International Relations Capstone	3

World Politics Electives (9 credits)

Choose at least three courses from the following:

INR-332	International Peace and Security	3
INR-375	Foreign Policy Analysis	3
HST-442	World War II	3
CRJ-322	Terrorism and Counter-Terrorism	3

Regional History and Politics Electives (6 credits)

Choose at least two courses from the following:

GEO-202	Political and Cultural Geography	3
POL-354	Foreign Governments	3
HST-230	Colonial Latin America	3
HST-231	National Latin America	3
HST-355	Modern Mexico	3
HST-361	History of Russia and Eastern Europe	3
HST-380	History of Middle East and Africa	3
HST-381	History of East Asia	3

Global Economics and Development Electives (3 credits)

Choose at least one course from the following:

ECO-213	Macroeconomics	3
ECO-340	Globalization and Economic Development	3
ECO-454	International Economics	3

Concentration or Cognate (9 credits)

Students should complete a concentration or cognate in a field consistent with their vocational goals. The student's advisor will provide counsel and support for the approved courses of study.

Potential concentrations:

Political Science
History
Economics

Suggested cognate areas include the following:

Leadership Studies
Business
Communications

Declaring and Maintaining an International Relations Major

In order to pursue International Relations as a first or second major, students need to consult with the coordinator of the Department of History and Political Science and then declare the major in the Registrar's Office. Students majoring in International Relations should strive to maintain a 3.0 or higher cumulative GPA.

International Relations Minor**Requirements (18 credits)****Required courses: (12 credits)**

POL-230	World Politics	3
POL-232	Comparative Politics	3
HST-301	American Foreign Relations	3
INR-432	Global Governance	3

Choose two of the following: (6 credits)

ECO-340	Globalization and Economic Development	3
POL-354	Foreign Governments	3
INR-332	International Peace and Security	3
INR-375	Foreign Policy Analysis	3
POL-371	International Studies	3

Political Science - B.S.**Purpose**

The Political Science major, offered by the Department of History and Political Science, enables students to develop skills in both theoretical and practical analysis, understanding, and evaluation of the changing nature, form, and function of governing arrangements, political processes, and the civil-social order. The major is designed to prepare students for one of the numerous careers in government service and political organizations. Additionally, the Political Science major offers preparation toward teaching, research and graduate study for advanced degrees in political science and law (see Political Science Pre-law (p. 143) section). (Political Science majors desiring to teach in secondary schools need to take a double major in Political Science and Social Studies Education.) The Political Science major often serves as a companion double major with Business, Communication Studies, Criminal Justice, Economics, English, History, Intercultural Studies, International Relations, Mathematics, Psychology, Philosophy and Theology, Social Studies, Social Work, or Writing.

General Education Competencies

Please refer to the general education requirements and competencies section under the Division of Social Sciences (p. 133).

Requirements

The Political Science major consists of 38 hours in political science and a cognate area of 10-12 hours. The core of the program consists of required courses focusing on fundamental political science concepts and skill formation. Political science electives are selected by students to enhance their preparation given substantive interests and career goals unique to each individual. A concentration or cognate should be chosen by the student according to his or her professional objectives.

Requirements (48-50 credits)

Division Foundational Course (2 credits)

SOS-180	Introduction to the Social Sciences	2

Fundamentals in Political Science (21 credits)

Required Courses: (15 credits)

POL-100	American Government	3
MAT-112	General Statistics	3
	or	
	Equivalent	3
POL-215	Foundations of Political Science	3
POL-322	Research Design and Methods in Political Science and Economics	3
POL-471	Political Science Research Seminar	3

Choose any two of the following: (6 credits)

POL-200	State and Local Government and Politics	3
POL-230	World Politics	3
POL-232	Comparative Politics	3
POL-240	Public Policy Processes	3

Political Science Electives (15 credits)

Students should complete any three of the following:

HST-301	American Foreign Relations	3
POL-355	American Political Processes	3
POL-360	Policy Formation	3
POL-367	Political Thought	3
INR-432	Global Governance	3

And at least six credit hours of the following not already taken:

POL-200	State and Local Government and Politics	3
GEO-202	Political and Cultural Geography	3
MAT-204	Applied Statistics I	3
ECO-213	Macroeconomics	3
POL-220	Issues in Political Science	3
POL-230	World Politics	3
POL-232	Comparative Politics	3
POL-240	Public Policy Processes	3
HST-250	Contemporary Affairs	1
ECO-270	Comparative Economic Systems	3
HST-300	Western/American Intellectual and Social History	3
HST-301	American Foreign Relations	3
HST-302	American Political Parties	3
MAT-304	Applied Statistics II	3

INR-332	International Peace and Security	3
ECO-340	Globalization and Economic Development	3
ECO-315	Urban Economics and Policy	3
POL-350	Political Science Practicum	1 to 3
POL-354	Foreign Governments	3
POL-365	Religion and Politics	3
ECO-365	Public Administration and Finance	3
POL-367	Political Thought	3
POL-371	International Studies	3
INR-375	Foreign Policy Analysis	3
POL-399H	Honors College Thesis-Political Science	3
HST-400	American Constitutional History	3
POL-401	Political Science Travel Seminar	3
POL-420	American Institutions	3
POL-425	Federalism and Public Policy	3
INR-432	Global Governance	3
INR-470	International Relations Capstone	3
POL-475	Independent Learning in Political Science	1 to 3

Concentration or Cognate (10-12 credits)

Students should complete a 10-12 hour concentration or cognate in a field consistent with their vocational goals. Suggested concentrations include additional hours in political science or courses in history, international relations or economics. The cognate may be 10 hours from any one of the following areas: accounting, addictions counseling, biology, business administration, communication studies, computer information systems, criminal justice, economics, English, finance, geography, history, intercultural studies, management, marketing, mathematics, psychology, philosophy and theology, social studies, social work, writing, or as directed by the department.

Declaring and Maintaining a Political Science Major

In order to pursue Political Science as a first or second major, students need to consult with the coordinator of the Department of History and Political Science and then declare a Political Science major in the Registrar's Office. Students majoring in Political Science need to achieve no less than a 2.5 GPA in the major to graduate with a Political Science degree.

Political Science Minor

Purpose

The Political Science minor enables students with an interest in politics to enhance their primary major. This companion program is designed to accommodate students who are not able to complete a full double major, but who see the relevance of government and politics to their major course of study. Students interested in graduate study in political science should consider the Political Science major, as the minor is not designed for this purpose. Students may begin in the minor and migrate to the Political Science major, if they choose.

Requirements (21 credits)

Fundamentals in Political Science (15 credits)

Required Courses: (6 credits)

POL-100	American Government	3
POL-215	Foundations of Political Science	3

Choose any three of the following: (9 credits)

POL-200	State and Local Government and Politics	3
POL-230	World Politics	3
POL-232	Comparative Politics	3

POL-240	Public Policy Processes	3

Political Science Electives (6 credits)

Choose any two of the following (at least six credit hours):

HST-301	American Foreign Relations	3
HST-302	American Political Parties	3
INR-332	International Peace and Security	3
POL-350	Political Science Practicum	1 to 3
POL-354	Foreign Governments	3
POL-355	American Political Processes	3
POL-360	Policy Formation	3
ECO-365	Public Administration and Finance	3
POL-365	Religion and Politics	3
POL-367	Political Thought	3
POL-371	International Studies	3
INR-375	Foreign Policy Analysis	3
POL-401	Political Science Travel Seminar	3

Political Science Pre-law - B.S.

The Political Science Pre-law major, offered by the Department of History and Political Science, enables students to develop skills in both theoretical and practical analysis, understanding, and evaluation of the American federal system of jurisprudence and the constitutional nature of the civil-social order, in preparation for the Law School Admissions Test (LSAT).

Purpose

Political Science Pre-law students are trained in the fundamentals of political science while receiving additional preparation in the foundations of American legal processes and procedures. Elective courses designed to prepare Political Science Pre-law majors for law school studies include business law, Latin, logic, criminal law, and court procedures. Additionally, students majoring in Political Science Pre-law are encouraged to take a second major of their choosing. The following second majors are frequently chosen by Pre-law students: Business, Criminal Justice, Economics, English, History, International Relations, Psychology, Philosophy and Theology, Social Work, and Writing.

General Education Competencies

Please refer to the general education requirements and competencies section under the Division of Social Sciences (p. 133).

Requirements

The Political Science Pre-law major consists of 38 hours in political science and related fields and a concentration or cognate of 10-12 hours. The core of the program consists of required courses focusing on fundamental political and legal concepts and skill formation. Program electives are selected by students to enhance their preparation given substantive interest and career goals unique to each individual. A concentration or cognate should be chosen by the student according to his or her professional objectives and LSAT preparations.

Requirements (48-50 credits)

Division Foundational Course (2 credits)

SOS-180	Introduction to the Social Sciences	2

Fundamentals in Political Science (21 credits)

POL-100	American Government	3
MAT-112	General Statistics	3
	or	
	Equivalent	3
POL-215	Foundations of Political Science	3
POL-291	Introduction to Law	3
POL-322	Research Design and Methods in Political Science and Economics	3
HST-400	American Constitutional History	3

POL-471 Political Science Research Seminar 3

Pre-law Electives (15 credits)

Students should complete any two of the following: (6 credits)

HST-301	American Foreign Relations	3
POL-355	American Political Processes	3
POL-360	Policy Formation	3
POL-367	Political Thought	3
POL-420	American Institutions	3
INR-432	Global Governance	3

And at least nine credit hours of the following not already taken: (9 credits)

POL-200	State and Local Government and Politics	3
GEO-202	Political and Cultural Geography	3
MAT-204	Applied Statistics I	3
BUS-210	Business Law	3
ECO-213	Macroeconomics	3
POL-220	Issues in Political Science	3
POL-230	World Politics	3
POL-232	Comparative Politics	3
POL-240	Public Policy Processes	3
HST-250	Contemporary Affairs	1
ECO-270	Comparative Economic Systems	3
POL-275	Pre-Law Tutorial Study	0 to 1
PHL-285	Logic	3
HST-300	Western/American Intellectual and Social History	3
HST-301	American Foreign Relations	3
HST-302	American Political Parties	3
MAT-304	Applied Statistics II	3
INR-332	International Peace and Security	3
ECO-315	Urban Economics and Policy	3
ECO-340	Globalization and Economic Development	3
POL-350	Political Science Practicum	1 to 3
POL-354	Foreign Governments	3
CRJ-358	Criminal Law	3
ECO-365	Public Administration and Finance	3
POL-365	Religion and Politics	3
POL-367	Political Thought	3
POL-401	Political Science Travel Seminar	3
POL-420	American Institutions	3
POL-425	Federalism and Public Policy	3
INR-432	Global Governance	3
CRJ-472	Court Procedures	3
POL-475	Independent Learning in Political Science	1 to 3

Concentration or Cognate (10-12 credits)

Students should complete a 10-12 hour concentration or cognate in a field consistent with their vocational goals. Potential concentrations may include additional hours in political science or courses in history, international relations or economics. The cognate may be 10 hours from courses directed in any one of the following suggested areas: accounting, addictions counseling, biology, business administration, communication studies, computer information systems, criminal justice, economics, English, finance, geography, history, intercultural studies, management, marketing, mathematics, psychology, philosophy and theology, social studies, social work, writing, or as directed by the department.

Declaring and Maintaining a Political Science Pre-law Major

Pre-law students need to consult with the Department of History and Political Science coordinator/Pre-law advisor and then declare a Political Science Pre-law major in the Registrar's Office. Pre-law students are expected to maintain no less than a 3.0 GPA in the Political Science Pre-law major to graduate with the degree.

Social Studies - B.S. and Social Studies Education - B.S.

Purpose

The Social Studies major is offered by the Department of History and Political Science. The Social Studies major serves primarily as preparation toward teaching social studies in the senior high/junior high/middle schools and also serves as preparation for research and graduate study. Social studies majors desiring certified teaching credentials need to declare a Social Studies Education (SSE) major. (See also the education (p. 175) section of the catalog.) A major in Social Studies Education (SSE) with a minor in Psychology is an excellent combination for those desiring to take a master's degree in counseling and guidance in order to become guidance counselors in the secondary schools. Social Studies Education (SSE) majors often earn a second major in Economics, History, International Relations, or Political Science.

The Social Studies (SOS) major may be taken without teaching requirements by those who desire a broad exposure to the different fields of social science. This major often serves as a companion double major with Economics, History, International Relations and Political Science.

General Education Competencies

Completed in consultation with the Division of Education (if SSE) and in reference to the general education requirements and competencies section under the Division of Social Sciences (p. 133).

Major Requirements

The Social Studies Education (SSE) major and the non-teaching Social Studies (SOS) major are 60 hours. The major includes required and elective courses in six social science disciplines: History, Geography, Government, Economics, Psychology and Sociology. Students majoring in either of these programs must complete one year of American history survey, one year of world history survey (rather than HST-180), and three hours of upper-level history electives; American Government, Comparative Politics or World Politics, and six hours of political science electives, at least three hours of which must be upper-level; twelve hours in psychology as specified below; nine hours in sociology; Macroeconomics, Microeconomics, and three additional upper-level hours in economics; and Political and Cultural Geography. Students majoring in SSE should complete at least three courses, in different disciplines, from the "Scholarship List." These upper-level courses include a significant writing component evaluated by a common rubric.

Requirements (60 credits)

Historical Perspectives (15 credits)

HST-185	Foundations of Civilization to 1648	3
HST-190	The West and the World after 1648	3
HST-211	American Civilization to 1865	3
HST-212	American Civilization after 1865	3
HST	Elective (300 or 400 level; to identify possible courses, see catalog course descriptions for courses that count toward a History major); see "Scholarship List" requirement below	3

Government (12 credits)

POL-100	American Government	3
POL-230	World Politics	3
	or	
POL-232	Comparative Politics	3
POL	Elective	3
POL	Elective (300-400 level): see "Scholarship List" requirement below	3

Psychology (12 credits)

EDU-240	Educational Psychology	3
PSY-150	General Psychology	3
PSY-276	Psychology of the Exceptional Learner	3
PSY	Elective (300-400 level): see "Scholarship List" requirement below	3

EDU-240, PSY-150 and PSY-276: These courses duplicate general education or professional education requirements.

Sociology (9 credits)

SOC-150	Principles of Sociology	3
	or	
SOC-210	Minority Group Relations	3
SOC	Elective (upper or lower level)	3
SOC	Elective (300-400 level): see "Scholarship List" requirement below	3

Economics (9 credits)

ECO-213	Macroeconomics	3
ECO-212	Microeconomics	3
ECO	Elective (300-400 level): see "Scholarship List" requirement below	3

ECO-213: This course duplicates general education or professional education requirements.

Geography (3 credits)

GEO-202	Political and Cultural Geography	3

Scholarship List Requirement

Among content course electives listed above, SSE majors are required to complete at least three upper-level courses (300-400 level) from the "Scholarship List," each in a different content discipline: History, Government (Political Science), Psychology, Sociology or Economics. Course instructors have agreed to include a writing-intensive, research-based, rubric-assessed assignment, the results of which are vital to program assessment. A list of courses currently on the "Scholarship List" can be obtained from the department or the SSE degree audit. Any upper-level course is potentially a "Scholarship" course, but the instructor must first consult the department, obtain a copy of the rubric, and agree to provide the assessment.

Declaring and Maintaining a Social Studies Major

In order to pursue a non-teaching Social Studies (SOS) major, students need to consult with the coordinator of the Department of History and Political Science and then declare a Social Studies (SOS) major in the Registrar's Office. Students majoring in Social Studies must maintain no less than a 2.25 GPA.

Declaring and Maintaining a Social Studies Education Major

Students desiring certification to teach social studies in the senior high/junior high/middle schools (grades 5-12) must take a Social Studies Education (SSE) major. In order to pursue a Social Studies Education (SSE) major, students need to consult with the coordinator of the Department of History and Political Science and with the director of secondary education in the Division of Education and then declare a Social Studies Education (SSE) major in the Registrar's Office. Students majoring in Social Studies Education (SSE) must maintain no less than a 2.75 cumulative GPA and no less than a 3.00 major GPA in social studies education.

Latin American and Iberian Studies Minor

The Divisions of Social Sciences and Modern Language and Literature, along with the School of Theology and Ministry, have cooperated to create an interdisciplinary minor in Latin American and Iberian Studies. This minor is designed to complement the student's primary major and can be tailored to deepen his or her specific cultural knowledge and language skills as preparation for graduate study or for a career in an increasingly diverse workplace. Students have the opportunity to integrate traditional coursework with internships and/or study abroad experiences to apply and appreciate the relevance of course material to their career and the world around them. The flexibility of electives makes this minor useful to students from all majors.

Minor Requirements

The minor in Latin American and Iberian Studies consists of a total of 24 hours. Eighteen hours are core courses from the three sponsoring areas: a one-year survey of Latin America (HST-230, HST-231), an introduction to intercultural studies (INT-220), one year of Spanish to fulfill or add to intermediate-level fluency, and a social science elective from courses having the prefix ECO, HST, INR or POL.

In addition to the 18-hour core, students must complete six hours of electives from the specified courses listed below or new offerings approved by the program director, one of which must be upper level (numbered 300 or above).

Mandatory International/Cross-cultural Experience: Each student, in consultation with his or her advisor, is required to complete an international/cross-cultural experience that provides significant opportunity for interaction in Spanish and offers an academic focus appropriate to the student's goals. Requires approval by both the student's primary academic advisor and the chair of the hosting division or his or her designate.

Requirements (24 credits)

Required Courses (18 credits)

Intercultural Studies

INT-220	Intercultural Relationships	3

Social Studies

HST-230	Colonial Latin America	3
HST-231	National Latin America	3
ECO, HST, INR, POL	Social Science Elective	3

Spanish

SPA (except SPA-360)	Spanish courses to fulfill or add to intermediate-level fluency	6

International/Cross-cultural Experience

Prior approval of chair is required (see text above). If a course is taken and it qualifies, it may be included in the above 18 hours or the 6 elective hours.

Elective Courses (6 credits)

At least one elective must be 300 or above

ENG-170	Introduction to Linguistics	3
ICD-210	Introduction to Development	3
POL-232	Comparative Politics	3
INT-315	Cross-Cultural Communication of Faith	3
ECO-340	Globalization and Economic Development	3
HST-355	Modern Mexico	3
ICD-360	Development Internship	3 to 9
ECO-454	International Economics	3
SPA (except SPA-360)	Any Spanish course beyond those taken to meet the core requirement Transfer Credit for Study Abroad	

Graduate Counseling Division

Mission Statement

The Division of Graduate Counseling is dedicated to training high-quality professionals who are competent to work with diverse populations within their area of specialization. The faculty is dedicated to training and mentoring students within an integrated understanding of Christian faith and professional practice with emphasis on student academic, professional and cultural competence.

Program Descriptions

The Master of Arts degree with majors in Counseling prepares counselors who are able to integrate their Christian faith and values with integrity in their practice of counseling. Graduates of the program will be prepared to provide professional service to public agencies, churches, educational settings, para-church organizations, and business and industry settings. To that end, the graduate counseling program offers the following objectives:

1. Students will demonstrate mastery of comprehensive counseling curriculum.
2. Students will demonstrate competence in reading, interpreting, evaluating and applying scholarly research.
3. Students will demonstrate clinical proficiency.
4. Students will demonstrate multicultural awareness in clinical practice.
5. Students will demonstrate professional integrity.
6. Students will demonstrate an ability to integrate faith with the counseling profession.
7. Students will demonstrate proficiency in communication skills.
8. Students will demonstrate proficiency in their selected area of specialization.

The Clinical Mental Health Counseling (p. 152), Marriage and Family Counseling/Therapy (p. 728), and School Counseling (p. 153) programs at Indiana Wesleyan University are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) (5999 Stevenson Ave., Alexandria, VA 22304, 703-823-9800). CACREP is an independent agency recognized by the Council for Higher Education Accreditation to accredit master's and doctoral degree programs in the counseling-related professions. The accreditation runs through October 31, 2021. (Note: The Clinical Mental Health Counseling program is currently accredited under the 2001 standards for Community Counseling as a Community Counseling program. The current curriculum is designed to meet the 2009 standards, which combined Community Counseling and Mental Health Standards into standards for Clinical Mental Health Counseling programs). The School Counseling program is also approved by the Indiana Professional Standards Board. Starting in the fall of 2013, the School Counseling program will transition from a traditional to a blended instructional format.

The Community Counseling (p. 151) program requires the completion of 48 semester hours, the Clinical Mental Health Counseling program requires 60 semester hours, the Marriage and Family Counseling/Therapy program requires 60 semester hours, and the School Counseling program requires 48 semester hours. All majors require a supervised practicum and internships. The 60-hour programs meet the requirements for Licensed Mental Health Counselor or Licensed Marriage and Family Therapist in Indiana.

The Division of Graduate Counseling also offers majors in Addictions Counseling (p. 151) and Student Development Administration (p. 154). The purpose and goal of the Addictions Counseling major is to educate students and returning professionals in the competency and practice of addictions sciences. This major seeks to be a world-class program of "science to service" with a relevant Christian perspective of hope and healing. The program has been granted Provider Status by the National Association of Alcohol and Drug Abuse Counselors (NAADAC) and the NAADAC State affiliate, the Indiana Association for Addiction Professionals (IAAP). Upon completion of the degree, students will be eligible to take the NAADAC/IAAP exam for the national Master Addiction Counselor (MAC) and state Indiana Certified Addictions Counselor I or II (ICAC I, II) certification.

The M.A. in Student Development Administration prepares students for careers in the student development professions in the settings of higher education. The program uses a student-focused approach by applying skills and techniques in order to build and maintain life-impacting relationships with college students. The program follows the Professional Competency Areas for Student Affairs Practitioners established by the ACPA (College Student Educators International) and NASPA (Student Affairs Administrators in Higher Education) associations. This program can be completed entirely online or in combination with available onsite courses on the Marion and Indianapolis-West campuses.

Students with a master's degree with a major in counseling who do not meet the requirements for Indiana state licensure may complete the academic requirements through Indiana Wesleyan University's Graduate Counseling program. See Certificate Programs (p. 154). Those interested in this option should call 765-677-2855 or 800-895-0036 for more information.

Admission to Graduate Studies in Counseling

The admission requirements are:

1. A baccalaureate degree from an accredited college or university, or an institution accredited by the Association for Biblical Higher Education.
2. An undergraduate grade point average of at least 3.0 on a 4.0 scale from the baccalaureate degree-granting institution at which at least 30 hours was completed.
3. Six semester hours in undergraduate psychology of which three semester hours must be in Abnormal Psychology.
4. Six semester hours in Bible (Old and New Testament) or passage of the Bible exam administered by the Graduate Counseling Department. Students may take any of the undergraduate courses at Indiana Wesleyan University and be admitted on a conditional basis until all prerequisites are satisfactorily completed.
5. Graduate Record Exam (GRE) taken within five years of application to the program. A typewritten autobiography, philosophy of counseling, and supplemental application. Verbal (V) score of at least 146/400 (new/old scoring) is required. Successful graduate coursework may be substituted for the GRE.
6. An official transcript from each undergraduate and graduate institution attended.
7. Three recommendations – at least one from a professor and one from a supervisor/professional.
8. Applicants whose application documents demonstrate potential for success in the Graduate Program in Counseling will be invited to participate in a personal interview.

*The graduate admissions committee retains the right to waive an admission requirement for special circumstances.

Prerequisites for Graduate Studies in Counseling

The following prerequisites must be completed before completing 12 semester hours of counseling courses:

1. Six semester hours in undergraduate psychology of which three semester hours must be in Abnormal Psychology.
2. Six semester hours in Bible (Old and New Testament) or passage of the Bible exam administered by the Graduate Counseling Department.
3. Students may take any of the undergraduate courses at Indiana Wesleyan University and be admitted on a conditional basis and may take up to 12 hours of coursework while completing all prerequisites.

Program Requirements for Graduate Studies in Counseling

Students are evaluated by faculty upon completion of their initial nine hours of graduate study. This evaluation includes: current GPA, written and communication skills, and overall style of interactions with faculty, staff, and peers within the program. In addition, students are evaluated by a core faculty member at the end of the practicum class. This evaluation includes: ability to perform a basic listening skills sequence and establishment of therapeutic relationships, appropriate responses to supervision, and basic conceptualization of clients in their caseloads. Students are evaluated again during their final internship. This evaluation includes: evaluation of the student's counseling skills including assessment, diagnosis, and treatment of clients, record keeping, information and referral, and familiarity with professional activities and resources. These evaluations are used to identify specific strengths and weaknesses and readiness to enter the counseling field.

To remain in good standing within the program, students are expected to maintain specific academic and professional standards. Students must maintain a cumulative GPA of at least 3.0. Students whose cumulative GPA falls below 3.0 will be placed on academic probation. Furthermore, students may be suspended from the program if their cumulative GPA is not 3.0 or above upon completion of the following semester.

Students may choose to not register for one semester and remain in good standing. However, if a student does not register for two or more consecutive semesters, he or she will be considered inactive. In such cases, students must seek readmission in order to resume work in the program.

Coursework, practica and internships provide both students and faculty opportunities to determine “professional goodness-of-fit.” In addition to assessing academic performance, faculty utilize these times to evaluate students’ suitability for the counseling profession. Students who do not possess characteristics deemed as essential for counselors will be asked to develop, in collaboration with faculty, remedial plans of correction. Such plans might include referrals for individual counseling to address specific identified issues. In cases where remedial plans are unsuccessful or inappropriate, the student will be asked to withdraw from the program. In such cases, career services will be made available to assist such persons in finding a more appropriate vocational direction.

Students admitted to the Graduate Studies in Counseling at Indiana Wesleyan University are expected to behave in a professional and ethical manner. Failure to conform to acceptable standards of behavior in classes, practica or internships is considered cause for dismissal from the program. Once admitted to the program, non-academic cause for dismissal includes, but is not limited to:

1. Behavior that is prohibited under the ethical standards and practices of the American Counseling Association (ACA), American Mental Health Counselors Association (AMHCA), NAADAC/IAAP, American Association of Marriage and Family Therapy (AAMFT), and/or the Counselor Licensure laws in the state of Indiana.
2. Indecent or malicious behavior and disrespect directed toward instructors, supervisors, administrators or fellow students; use of profanity or verbal/physical intimidation toward others; failure to follow reasonable instructions; or any form of sexual harassment.
3. Use of deceit or fraud, academic or otherwise, to gain admission to or in any activity within the program.
4. Conviction of a felony or of an offense involving possession, sale or consumption of a controlled substance.
5. Conviction for a misdemeanor offense committed during or related to the practice of any counseling procedure or activity.
6. Conviction of an offense involving sexual transgression.
7. Behavior that violates one of the lifestyle expectations of the university.

Programs in Graduate Studies in Counseling

All students who obtain a Master of Arts degree with a major in Counseling from Indiana Wesleyan University must complete either 48 or 60 hours of study. Students who major in Student Development Administration are required to complete a minimum of 36 hours of study. For the majors in Addictions Counseling, Community Counseling, and School Counseling, 48 semester hours of graduate studies are required. Sixty semester hours of graduate studies are required for completion of the Clinical Mental Health Counseling and Marriage and Family Counseling/Therapy. Programs of study in the majors of Clinical Mental Health Counseling, Marriage and Family Counseling/Therapy, and School Counseling consist of the following components: core courses, clinical experiences, and specialization courses. In contrast, the programs of study in Addictions Counseling and Student Development Administration consist of a unique set of core courses as well as clinical experiences. Each of these programs of study is described in greater detail below.

Admission to Student Development Administration

The admission requirements are:*

1. A baccalaureate degree from an accredited college or university, or an institution accredited by the Association for Biblical Higher Education.
2. An undergraduate grade point average of at least 3.0 on a 4.0 scale from the baccalaureate degree-granting institution at which at least 30 hours was completed.
3. Six semester hours in psychology of which three semester hours must be in Life Span Development or Developmental Psychology.
4. Six semester hours in Bible (Old and New Testament). Students may take any of the undergraduate courses at Indiana Wesleyan University and be admitted on a conditional basis until all prerequisites are satisfactorily completed.
5. A completed application form for admission to the IWU Student Development Administration program.
6. An official transcript from each undergraduate and graduate institution attended.
7. Three recommendations – at least one from a professor and one from a supervisor/professional.
8. Applicants whose application documents demonstrate potential for success in Student Development Administration will be invited to participate in a personal interview.

*The graduate admissions committee retains the right to waive an admission requirement for special circumstances.

Prerequisites for Student Development Administration

The following prerequisites must be completed before completing 12 semester hours of student development courses:

1. Six semester hours in Psychology, which must include three hours in Life Span Development or Developmental Psychology.

2. Six semester hours in Bible (Old and New Testament). Students may take any of the undergraduate required courses at Indiana Wesleyan University.

Addictions Counseling

Requirements (48 credits)

Core Courses

CNS-511	Issues in Addiction Recovery	3
CNS-535	Theories and Treatment of Addiction	3
CNS-502	Multicultural Counseling	3
CNS-503	Theory and Techniques in the Helping Relationship	3
CNS-504	Theory and Techniques in Group Counseling	3
CNS-506	Appraisal of Individuals	3
CNS-507	Research and Evaluation of Methods and Practice	3
CNS-508	Legal, Ethical and Professional Issues	3
CNS-509	Integration of the Theory and Practice of Christian Counseling	3
CNS-512	Psychopharmacology	3
CNS-533	Psychopathology	3
CNS-545	Counseling Addicted Families	3

Clinical Experiences

CNS-550	Supervised Practicum	3
CNS-551	Supervised Internship and	3
CNS-552	Supervised Internship Elective	3

For fulfillment of the academic requirements for LMHC licensure in the state of Indiana, the following additional courses must be successfully completed: CNS-501, CNS-505, CNS-522, CNS-523, and CNS-554.

Community Counseling

Requirements (48 credits)

Core Courses

CNS-501	Human Growth and Development	3
CNS-502	Multicultural Counseling	3
CNS-503	Theory and Techniques in the Helping Relationship	3
CNS-504	Theory and Techniques in Group Counseling	3
CNS-505	Theory and Techniques in Career Counseling	3
CNS-506	Appraisal of Individuals	3
CNS-507	Research and Evaluation of Methods and Practice	3
CNS-508	Legal, Ethical and Professional Issues	3
CNS-509	Integration of the Theory and Practice of Christian Counseling	3

Clinical Experiences

CNS-550	Supervised Practicum	3
CNS-551	Supervised Internship	3

	and	
CNS-552	Supervised Internship	3

Specialization Courses

CNS-522	Foundations in Clinical Mental Health Counseling	3
CNS-523	Clinical Mental Health Assessment and Intervention	3
	Electives	6

*Please note that this degree does not prepare the student for licensure in Indiana. It is primarily for the student who desires a master's degree in counseling but does not need to be licensed.

Clinical Mental Health Counseling

Requirements (60 credits)

Core Courses

CNS-501	Human Growth and Development	3
CNS-502	Multicultural Counseling	3
CNS-503	Theory and Techniques in the Helping Relationship	3
CNS-504	Theory and Techniques in Group Counseling	3
CNS-505	Theory and Techniques in Career Counseling	3
CNS-506	Appraisal of Individuals	3
CNS-507	Research and Evaluation of Methods and Practice	3
CNS-508	Legal, Ethical and Professional Issues	3
CNS-509	Integration of the Theory and Practice of Christian Counseling	3

Clinical Experiences

CNS-550	Supervised Practicum	3
CNS-551	Supervised Internship	3
CNS-552	Supervised Internship	3
CNS-554	Advanced Internship	3

Specialization Courses

CNS-511	Issues in Addiction Recovery	3
CNS-512	Psychopharmacology	3
CNS-522	Foundations in Clinical Mental Health Counseling	3
CNS-523	Clinical Mental Health Assessment and Intervention	3
CNS-524	Ecological Counseling and Prevention	3
CNS-533	Psychopathology	3
	Electives	3

Marriage and Family Counseling/Therapy

Requirements (60 credits)

Core Courses

CNS-501	Human Growth and Development	3
CNS-502	Multicultural Counseling	3
CNS-503	Theory and Techniques in the	3

CNS-504	Helping Relationship Theory and Techniques in Group Counseling	3
CNS-505	Theory and Techniques in Career Counseling	3
CNS-506	Appraisal of Individuals	3
CNS-507	Research and Evaluation of Methods and Practice	3
CNS-508	Legal, Ethical and Professional Issues	3
CNS-509	Integration of the Theory and Practice of Christian Counseling	3

Clinical Experiences

CNS-550	Supervised Practicum	3
CNS-551	Supervised Internship	3
CNS-552	Supervised Internship	3
CNS-554	Advanced Internship	3

Specialization Courses

CNS-520	Sexuality, Intimacy and Gender	3
CNS-533	Psychopathology	3
CNS-541	Foundations of Marriage and Family Therapy	3
CNS-542	Major Models of MFT I: Theory Assessment, and Application	3
CNS-543	Major Models of MFT II: Theory, Assessment, and Application	3
CNS-546	Major Models of MFT III: Theory, Assessment, and Application	3
	Electives	3

School Counseling**Requirements (48 credits)****Core Courses**

CNS-501	Human Growth and Development	3
CNS-502	Multicultural Counseling	3
CNS-503	Theory and Techniques in the Helping Relationship	3
CNS-504	Theory and Techniques in Group Counseling	3
CNS-505	Theory and Techniques in Career Counseling	3
CNS-506	Appraisal of Individuals	3
CNS-507	Research and Evaluation of Methods and Practice	3
CNS-508	Legal, Ethical and Professional Issues	3
CNS-509	Integration of the Theory and Practice of Christian Counseling	3

Clinical Experiences

CNS-550	Supervised Practicum	3
CNS-551	Supervised Internship	3
CNS-552	Supervised Internship	3

Specialization Courses

CNS-519	Theories and Techniques of School	3

CNS-527	Counseling I Child and Adolescent Development and Treatment	3
CNS-529	Theories and Techniques of School Counseling II	3
	Electives	3

Student Development Administration

Requirements (36 credits)

Required Courses

SDC-509	Administration and Finance in Higher Education	3
SDC-510	The College Student	3
SDC-501	History of Higher Education	2
SDC-525	Special Topics in Student Life Administration	3
SDC-508	Legal and Ethical Issues in Student Development	2
CNS-502	Multicultural Counseling	3
CNS-503	Theory and Techniques in the Helping Relationship	3
CNS-504	Theory and Techniques in Group Counseling	3
SDC-505	Career Counseling for Student Development	2
CNS-506	Appraisal of Individuals	3
SDC-551	Supervised Internship - Student Development	3
SDC-552	Supervised Internship - Student Development	3
CNS-507	Research and Evaluation of Methods and Practice	3

Certificate Programs

The Graduate Studies in Counseling programs offer certificates to persons seeking specialized academic preparation in one of the major areas of study offered by the program, but who do not desire or require degree completion at Indiana Wesleyan University.

Objectives of Certificate Programs:

1. Students will demonstrate proficiency in their selected area of specialization (e.g., School Counseling, Clinical Mental Health Counseling, Addictions Counseling, Marriage and Family Counseling/Therapy).
2. Student meets learning objectives specified in his/her plan of study.

Addictions Counseling Certificate

An Addictions Counseling Certificate is available for students presently enrolled in non-IWU graduate counseling programs and whose program does not offer sufficient coursework in addictions counseling. Such students can enroll in the Addictions Certificate Program and obtain specialized training in addictions counseling to enhance their academic training to better meet their professional goals.

Admission Requirements for Addictions Counseling Certificate include:

1. A baccalaureate degree from an accredited college or university, or an institution accredited by the Association for Biblical Higher Education.

2. An undergraduate GPA of at least 3.0 on a 4.0 scale from the baccalaureate degree-granting institution at which at least 30 semester hours was completed.
3. A completed application form for admission to the IWU Graduate Studies in Counseling Certificate Program.
4. If graduate work has been attempted, all transcripts must be submitted, and a minimum GPA of 3.0 earned.
5. A letter clearly stating reason(s) for seeking admission into the certificate program.
6. In those cases where the applicant is seeking to fulfill requirements for any licensure/certification, identification of a specific plan of study for any license/certification process is the responsibility of the applicant.

Exit Requirements include:

1. Successful completion of all coursework identified on certificate plan of study.
2. All course grades at or above level of "C+."
3. Overall cumulative GPA of 3.0.

Requirements

Addictions Counseling Certificate – Required Courses:

CNS-511	Issues in Addiction Recovery	3
CNS-512	Psychopharmacology	3
CNS-533	Psychopathology	3
CNS-535	Theories and Treatment of Addiction	3
CNS-545	Counseling Addicted Families	3

Post Master's Certificate

This certificate is for persons who have already attained a Master of Arts degree in a counseling-related program, but whose degree program and/or post-graduate clinical experiences do not meet specific state licensure or national certification requirements. In such cases, program faculty collaborate with the student to develop a specific program of study that seeks to fulfill the identified academic requirements. It is the responsibility of the student to provide evidence identifying the specific academic content or coursework required by the particular credentialing entity. This evidence is typically discovered through the student's consultation with the particular licensure/certification board.

Admission Requirements include:

1. A master's degree from an accredited college or university, or an institution accredited by the Association for Biblical Higher Education.
2. A graduate GPA of at least 3.0 on a 4.0 scale from the graduate degree-granting institution at which at least 30 semester hours was completed.
3. A completed application form for admission to the IWU Graduate Studies in Counseling Certificate Program.
4. A letter clearly stating reason(s) for seeking admission into the certificate program.
5. In those cases where the applicant is seeking to fulfill requirements for any licensure/certification, identification of a specific plan of study for any license/certification process is the responsibility of the applicant.

Exit Requirements include:

1. Successful completion of all coursework identified on certificate plan of study.
2. All course grades at or above level of "C+."
3. Overall cumulative GPA of 3.0.

School of Teacher Education

Purpose

The School of Teacher Education (SoTE), in partnership with other departments in the University, offers professional education courses and programs designed to prepare students to become teachers of excellence for elementary and senior high/junior high/middle schools in both public and private school arenas. The faculty at Indiana Wesleyan University believes teacher education is a campus-wide responsibility. As a product of this cooperative perspective, the Teacher Education Program is a collaborative partnership between general education, subject matter, and professional education programs. The IWU Teacher Education Program is accredited by the National Council for Accreditation of Teacher Education (NCATE) and is a member of the American Association of Colleges for Teacher Education (AACTE).

Teacher Education Programs

Majors leading to teacher certification are available in three areas: elementary education, secondary education, and exceptional needs education. These majors include:

Elementary Education (K-6 Certification)

- Elementary Education (p. 158)
- Elementary/Exceptional Needs Education (p. 158)

Secondary Education (P-12 Certification)

- Music Education: Choral (p. 170)
- Music Education: Instrumental (p. 170)
- Music Education: Choral, General, and Instrumental (p. 170)
- Physical and Health Education (p. 188)
- Spanish Education (p. 177)
- TESOL Education (p. 178)
- Visual Arts Education (p. 179)

Secondary Education (5-12 Certification)

- Biology Education (p. 173)
- Chemistry Education (p. 173)
- English Education (p. 167)
- Mathematics Education (p. 169)
- Physical and Health Education (p. 188)
- Social Studies Education (p. 175)
- Science Education (Biology/Chemistry) (p. 173)
- Visual Arts Education (p. 179)

Exceptional Needs Education

- Exceptional Needs: K-6 (p. 181)
- Exceptional Needs: P-12 (p. 181)
- Severe and Profound certification may be added to each exceptional needs major upon additional coursework.

Teacher Education Program

The courses in the Teacher Education Program provide a social, philosophical, psychological and historical framework in which students can develop a personal philosophy of teaching. The Indiana Wesleyan University Teacher Education Program's knowledge base model, "Teacher as Decision Maker," emphasizes decision-making within eight domains: (1) Content/subject matter expertise; (2) Personal development (morals and ethics); (3) Professional development; (4) Rights and responsibilities; (5) Methodology; (6) Management of time, classroom and behaviors; (7) Communication; and (8) Global and multicultural perspectives.

Admission to the Teacher Education Program

Students are eligible to make application for admission to the Teacher Education Program at the completion of 29 semester hours, including 4 semester hours of teacher education courses completed at IWU. Additional requirements:

1. Cumulative GPA of 2.75 and a 3.0 in each teaching major, including teacher education courses. All professional education courses completed with a grade of C- or less must be repeated.
2. Meet basic skills competencies required by the Indiana Department of Education.
3. Formal application (available in the Teacher Education Office).
4. Gateway 1 Dispositions Assessment form.

5. Teacher Education Program portfolio.
6. Formal interview.

Students who are denied admission may follow the appeals process as outlined in the Teacher Education Program Handbook.

Admission to Student Teaching

The student teaching experience is a 16-week semester course in which students refine their skills gained throughout the Teacher Education Program. This capstone experience is composed of two eight-week placements (or one 16-week placement in special circumstances) in which students fully engage in teaching.

Cross-cultural Student Teaching Placements. With the approval of the Teacher Education Committee, students may opt for an eight-week experience in a local school and eight weeks in an overseas or cross-cultural placement. These student teaching placements are available, providing the pre-service teacher the opportunity for a more diverse global perspective on teaching.

Applications for student teaching must be submitted to the Office of Teacher Education by November 1 of the year prior to the student teaching semester (12-15 months in advance of the student teaching experience). To qualify for the student teaching semester, the student must be fully accepted into the Teacher Education Program, have attained senior status, have completed the prerequisite professional courses, and have completed at least three-fourths of the hours required for the major.

Student teaching admission requirements:

1. Cumulative GPA of 2.75 and a 3.0 in each teaching major, including teacher education courses. (NOTE: College of Arts and Sciences GPA requirements apply at program completion and graduation.)
2. Formal application (available in the Office of Teacher Education). The following documents must accompany the student teaching application.
3. Revised autobiography.
4. Revised philosophy of education.
5. Current degree audit and transcript.
6. Dispositions assessment forms.
7. Lesson plan.

Once the above qualifications are met, the candidates' names are submitted to the divisions for review and to the Vice President for Student Development. The application is then voted upon for approval. Students denied admission to the student teaching semester, may appeal the decision through a process as outlined in the Teacher Education Program Handbook.

Once admitted, the student must exhibit professional demeanor both in university courses and in clinical field placements, and remain a positive role model for both the University and the Teacher Education Program.

Teacher Certification

Content-knowledge tests are required for teacher certification in the state of Indiana. One hundred percent of students who completed the Teacher Education Program in 2011-2012 passed their Praxis II certification tests.

Documents for Indiana Teacher Certification should be filed with the Office of Teacher Education as soon after graduation as possible. Necessary information on the certification process is available in the Teacher Certification Office.

Integration of Faith and Learning

The eight domains of the Teacher as Decision Maker conceptual framework are integrated in the context of faith and learning as students discover the relationship between teaching and biblical principles.

The program integrates liberal arts education, content-specific coursework, and clinical field placements to provide the student with teaching situations that allow the theory presented within the university classroom to become applied knowledge within the world of the practitioner. All professors within the Teacher Education Program have had classroom experience and continue to work closely with current practicing teachers.

Field Placements

Field experiences for all education majors begin in the freshman year, with tutoring and mentoring activities in school-like settings. Sophomore-year experiences build on this foundation in area schools and classrooms. An observation and participation

field experience is required of all elementary and secondary education majors in May of the freshman or sophomore year. (This experience is not a requirement of the Exceptional Needs major, the Elementary Education/Exceptional Needs double major, and the Physical and Health Education major.) Junior-year field experiences require students to teach and spend up to 180 clock hours in classrooms in area schools.

Elementary Education (K-6 Certification)

Elementary Education - B.S. with Minors and Concentrations

General Education (43-46 credits)

Required Courses

LDR-150	Introduction to Life Calling	3

Humanities Core (12 credits)

ENG-180	Humanities World Literature	3
HST-180	Humanities World Civilization	3
MUS-180	Humanities Fine Arts	3
PHL-180	Humanities Philosophy	3

Biblical Literature (6 credits)

BIL-101	Old Testament Survey	3
BIL-102	New Testament Survey	3

Advanced Writing or Literature

Advanced Writing or Literature met by EDU-365 Children's Literature.

Health and Wellness (2 credits)

PHE-101	Concepts of Health and Wellness	1
PHE	Activity Elective	1

Social Science and Psychology (9 credits)

PSY-150	General Psychology	3
HST-103	Recent History and Politics	3
	or	
HST-211	American Civilization to 1865	3
	or	
HST-212	American Civilization after 1865	3
SOC-150	Principles of Sociology	3

Science/Mathematics (11 credits)

SCI-201	Integrated Earth/Life Science (with Lab)	4
	Physical Science Elective	4
MAT-111	Mathematics for Elementary Teachers	3

Competencies and Proficiencies (0-3 credits)

Writing Competency (ENG-120)	0-3
Speech Competency (EDU-290 + EDU-491)	0
Intercultural Competency (EDU-290 + EDU-491)	0

Elementary Education Courses (69 credits)

EDU-130	American Education	3
EDU-200	Educational Technology	1
EDU-295	Elementary School Observation/Participation (k-6)	1 to 3

Required May term course

EDU-216	Literature, the Young Child, and Response	2

This course is not required for ELE with Math minor.

EDU-271	Foundations in Early Childhood	3
EDU-290	Elementary Education in a Pluralistic Society	3
PHE-260	Health, Physical Activity, and Human Movement	3
PSY-251	Child Development	3
PSY-276	Psychology of the Exceptional Learner	3

The following five courses should be taken in a block:

EDU-354	Literacy Arts Methods	4
EDU-355	Social Studies Methods	3
EDU-365	Children's Literature	3
EDU-373	Elementary Literacy Field Experience	1 to 2
EDU-388	Developmental Reading	3

The following five courses should be taken in a block:

EDU-292	Fine Arts for Elementary Teacher	3
EDU-306	Mathematics Methods and Materials	3
EDU-356	Science Methods	3
EDU-386	Assessment in Elementary Education	3
EDU-391	Elementary Content Field Experience Clinical	1 to 2

EDU-491	Supervised Student Teaching in Elementary School (k-6)	15
EDU-495	Student Teaching Seminar	1

Elementary majors may choose one of the following minors or concentrations to fulfill Indiana teacher certification requirements:

- Language Arts Minor for Elementary Education
- Mathematics Minor for Elementary Education
- Science Minor for Elementary Education
- World Language and Culture Minor for Elementary Education
- Mathematics Concentration
- Science Concentration
- Social Studies Concentration
- World Language and Culture Concentration
- Language Arts Concentration

Elementary Education/Exceptional Needs Double Major

General Education (43-46 credits)

Required Courses

LDR-150	Introduction to Life Calling	3

Humanities Core (12 credits)

ENG-180	Humanities World Literature	3
HST-180	Humanities World Civilization	3
MUS-180	Humanities Fine Arts	3
PHL-180	Humanities Philosophy	3

Biblical Literature (6 credits)

BIL-101	Old Testament Survey	3
BIL-102	New Testament Survey	3

Advanced Writing or Literature

Advanced Writing or Literature met by EDU-365 Children's Literature.

Health and Wellness (2 credits)

PHE-101	Concepts of Health and Wellness	1
PHE	Activity Elective	1

Social Science and Psychology (9 credits)

PSY-150	General Psychology	3
HST-103	Recent History and Politics	3
	or	
HST-211	American Civilization to 1865	3
	or	
HST-212	American Civilization after 1865	3
SOC-150	Principles of Sociology	3

Science/Mathematics (11 credits)

SCI-201	Integrated Earth/Life Science (with Lab)	4
	Physical Science Elective	4
MAT-111	Mathematics for Elementary Teachers	3

Competencies and Proficiencies (0-3 credits)

Writing Competency (ENG-120)	0-3
Speech Competency (EDU-290 + EDU-491)	0
Intercultural Competency (EDU-290 + EDU-491)	0

Elementary/Exceptional Needs Courses (82 credits)

The following five courses should be taken in a block:

EDS-354	Language Arts Methods	2
EDU-355	Social Studies Methods	3
EDU-365	Children's Literature	3
EDS-373	Early Childhood Practicum	3
EDS-388	Developmental Reading	3

The following four courses should be taken in a block:

EDU-292	Fine Arts for Elementary Teacher	3
EDU-306	Mathematics Methods and Materials	3
EDU-356	Science Methods	3
EDU-391	Elementary Content Field Experience	1 to 2

Clinical

EDU-130	American Education	3
EDU-200	Educational Technology	1
EDS-215	Teaching and Learning in Inclusive Settings	3
EDU-216	Literature, the Young Child, and Response	2
EDU-271	Foundations in Early Childhood	3
EDU-290	Elementary Education in a Pluralistic Society	3
PHE-260	Health, Physical Activity, and Human Movement	3
PSY-251	Child Development	3
PSY-276	Psychology of the Exceptional Learner	3
EDS-350	Assessment in Special Education	3
EDS-350P	Assessment in Special Education Practicum	1
EDS-361	Behavior Management in Special Education	3
EDS-370	Public Policy and Special Education	3
EDS-381	Methods for Teaching Children With Exceptional Needs	3
EDS-385	Special Education Practicum I	2
EDU-491	Supervised Student Teaching in Elementary School (k-6)	15
EDU-495	Student Teaching Seminar	1

Elementary majors may choose one of the following minors or concentrations to fulfill Indiana teacher certification requirements:

- Language Arts Minor for Elementary Education
- Mathematics Minor for Elementary Education
- Science Minor for Elementary Education
- World Language and Culture Minor for Elementary Education
- Mathematics Concentration
- Science Concentration
- Social Studies Concentration
- World Language and Culture Concentration
- Language Arts Concentration

Elementary Minors

Language Arts Minor for Elementary Education (21 credits)

Required Courses (15 credits)

EDU-265	Literature for Adolescents	3
ENG-170	Introduction to Linguistics	3

ENG-220	Approaches to Literary Analysis	3
ENG-241	Studies in English Grammar	3
WRI-234	Advanced Writing	3
	or	
WRI-235	Creative Writing	3

Choose one additional course above ENG-200 (3 credits)

Excluding ENG-201, ENG-352, ENG-399, ENG-455, and ENG-481

Choose one additional course above ENG or WRI-200 (3 credits)

Excluding ENG-201, ENG-352, ENG-399, ENG-455, ENG-481, English Capstone, WRI-356, WRI-399, and WRI-481

Mathematics Minor for Elementary Education (24-25 credits)

Required Courses (10 credits)

MAT-211	Mathematics for Elementary Teachers II	3
MAT-120	College Algebra/Trigonometry	4
MAT-204	Applied Statistics I	3

Choose one of the following: (3-4 credits)

MAT-130	Applied Calculus	3
MAT-223	Introduction to Mathematics Via Discrete Processes	3
MAT-253	Calculus I	4

Choose one of the following: (3 credits)

CIS-121	Introduction to Programming	3
CIS-122	Introduction to Web Programming	3
CIS-125	Introduction to Computer Sciences I	3

Math Electives (7-8 credits)

Math electives should be selected to bring the total to at least 24 credits. Electives may be any course numbered above MAT-200.

Science Minor for Elementary Education (23-25 credits)

Required Courses (8 credits)

PHY-120	Physical Science	4
	and	
PHY-120L	Physical Science Lab	0
SCI-201	Integrated Earth/Life Science (with Lab)	4

Choose one of the following: (4 credits)

BIO-100	Introduction to Biology	4
	and	
BIO-100L	Introductory Biology Lab	0
BIO-125	Principles of Biology	4

Choose one of the following: (4-5 credits)

CHE-110	Introduction to Chemistry	4
	and	
CHE-110L	Introduction to Chemistry Lab	0
CHE-125	General Chemistry I	5

CHE-125L	and General Chemistry I Lab	0
BIO/CHE/PHY Electives: Choose two of the following: (7-8 credits)		
BIO-102	Human Biology	4
BIO-102L	and Human Biology Laboratory	0
BIO-105	Heredity and Disease	4
BIO-105L	and Heredity and Disease Lab	0
BIO-106	Environment and Society	4
BIO-106L	and Environment and Society Lab	0
BIO-107	Crops and Society	4
BIO-108	Introductory Field Biology	4
BIO-109	Forensic Science (with Lab)	4
CHE-104	Chemistry and Artists' Colors	4
CHE-104L	and Chemistry and Artists' Colors Lab	0
CHE-105	Exploring Chemistry	4
CHE-105L	and Exploring Chemistry Lab	0
CHE-120	Introduction to Organic and Biological Chemistry	4
CHE-120L	and Introduction to Organic and Biological Chemistry Lab	0
CHE-232	Fundamentals of Environmental Chemistry	3
EAR-132	Earth Science (with Lab)	4
PHY-140	Astronomy	3
PHY-140L	and Astronomy Lab	1

World Language and Culture Minor for Elementary Education (18-30 credits)

World Language: Spanish

Prerequisite (Need determined by placement test) (0-6 credits)

SPA-117	Beginning Spanish I	0-3
SPA-118	Beginning Spanish II	0-3

Required Courses (3-9 credits)

SPA-237	Intermediate Spanish I	0-3
SPA-238	Intermediate Spanish II	0-3
SPA-347	Spanish Conversation/Composition	3

Choose one of the following: (3 credits)

SPA-457	Survey of Spanish Literature	3
SPA-458	Survey of Spanish American Literature	3
SPA-462	Spanish Short Stories	3
SPA-465	Special Topics in Spanish Literature	3
SPA-461	Contemporary Spanish Literature	3

TESOL (6 credits)

ENG-170	Introduction to Linguistics	3
TSL-203	TESOL Theoretical Foundations	3

Intercultural (6 credits)

SOC-225	Cultural Anthropology	3
INT-220	Intercultural Relationships	3

SOC-225: Counts as general education sociology requirement

Students who meet the language prerequisites and/or intermediate-level language course requirements prior to declaring the World Language and Culture minor must take additional Spanish literature courses from the elective list sufficient to increase the total number of hours to a minimum of 18.

Elementary Concentrations**Mathematics Concentration (15-16 credits)****Required Courses (6 credits)**

MAT-211	Mathematics for Elementary Teachers II	3
MAT-204	Applied Statistics I	3

Choose one of the following: (3-4 credits)

MAT-130	Applied Calculus	3
MAT-223	Introduction to Mathematics Via Discrete Processes	3
MAT-253	Calculus I	4

Choose one of the following: (3 credits)

CIS-121	Introduction to Programming	3
CIS-122	Introduction to Web Programming	3
CIS-125	Introduction to Computer Sciences I	3

Math Electives (3 credits)

Math electives should be selected to bring the total to at least 15 credits. Electives may include any course numbered above MAT-200.

Science Concentration (15-17 credits)**Choose one of the following: (4 credits)**

BIO-100	Introduction to Biology and	4
BIO-100L	Introductory Biology Lab	0
BIO-125	Principles of Biology	4

Choose one of the following: (4-5 credits)

CHE-110	Introduction to Chemistry and	4
CHE-110L	Introduction to Chemistry Lab	0
CHE-125	General Chemistry I and	5
CHE-125L	General Chemistry I Lab	0

BIO/CHE/PHY Electives: Choose two of the following: (7-8 credits)

BIO-102	Human Biology	4

	and	
BIO-102L	Human Biology Laboratory	0
BIO-105	Heredity and Disease	4
	and	
BIO-105L	Heredity and Disease Lab	0
BIO-106	Environment and Society	4
	and	
BIO-106L	Environment and Society Lab	0
BIO-107	Crops and Society	4
BIO-108	Introductory Field Biology	4
BIO-109	Forensic Science (with Lab)	4
CHE-104	Chemistry and Artists' Colors	4
	and	
CHE-104L	Chemistry and Artists' Colors Lab	0
CHE-105	Exploring Chemistry	4
	and	
CHE-105L	Exploring Chemistry Lab	0
CHE-120	Introduction to Organic and Biological Chemistry	4
	and	
CHE-120L	Introduction to Organic and Biological Chemistry Lab	0
CHE-232	Fundamentals of Environmental Chemistry	3
EAR-132	Earth Science (with Lab)	4
PHY-140	Astronomy	3
	and	
PHY-140L	Astronomy Lab	1

Social Studies Concentration (15 credits)

Psychology (3 credits)

Choose one of the following:

PSY-225	Learning and Motivation	3
PSY-250	Developmental Psychology	3

Sociology (3 credits)

Choose one of the following:

SOC-200	Marriage and Family	3
SOC-210	Minority Group Relations	3
SOC-225	Cultural Anthropology	3

History (3 credits)

Choose one of the following:

HST-201	World Civilization to 1500	3
HST-202	World Civilization after 1500	3
HST-211	American Civilization to 1865	3
HST-212	American Civilization after 1865	3

Economics (3 credits)

Choose one of the following:

ECO-205	Basic Economics	3
ECO-211	Introduction to Economics	3

ECO-212	Microeconomics	3
ECO-213	Macroeconomics	3
ECO-270	Comparative Economic Systems	3
ECO-275	Economics of Poverty	3

Geography (3 credits)

Choose one of the following:

GEO-201	Physical Geography	3
GEO-202	Political and Cultural Geography	3

World Language and Culture Concentration (15-27 credits)

World Language: Spanish**Prerequisite (Need determined by placement test) (0-6 credits)**

SPA-117	Beginning Spanish I	0-3
SPA-118	Beginning Spanish II	0-3

Required Courses (3-9 credits)

SPA-237	Intermediate Spanish I	0-3
SPA-238	Intermediate Spanish II	0-3
SPA-347	Spanish Conversation/Composition	3

Choose one of the following: (3 credits)

SPA-457	Survey of Spanish Literature	3
SPA-458	Survey of Spanish American Literature	3
SPA-462	Spanish Short Stories	3
SPA-465	Special Topics in Spanish Literature	3
SPA-461	Contemporary Spanish Literature	3

TESOL (3 credits)

TSL-203	TESOL Theoretical Foundations	3

Intercultural (6 credits)

SOC-225	Cultural Anthropology	3
INT-220	Intercultural Relationships	3

SOC-225: Counts as general education sociology requirement

Language Arts Concentration (15 credits)

Required Courses

ENG-233	American Literature Survey	3
ENG-241	Studies in English Grammar	3
WRI-234	Advanced Writing	3
	or	
WRI-235	Creative Writing	3
EDU-265	Literature for Adolescents	3
EDU-231	Phonics I: Phonemic Awareness	1
EDU-232	Phonics II: Phonics	1
EDU-233	Phonics III: Word Knowledge	1

Secondary Education (5-12, P-12 Certification)

Secondary Education - B.S.

General Education (45-51 credits)

Required Courses

LDR-150	Introduction to Life Calling	3

Humanities Core (12 credits)

ENG-180	Humanities World Literature	3
HST-180	Humanities World Civilization	3
MUS-180	Humanities Fine Arts	3
PHL-180	Humanities Philosophy	3

Biblical Literature (6 credits)

BIL-101	Old Testament Survey	3
BIL-102	New Testament Survey	3

Advanced Writing or Literature (3 credits)

	Advanced Writing or Literature > 200	3

Health and Wellness (2 credits)

PHE-101	Concepts of Health and Wellness	1
PHE	Activity Elective	1

Social Science and Psychology (9 credits)

PSY-150	General Psychology	3
SOC-150	Principles of Sociology	3
	or	
SOC-210	Minority Group Relations	3
Elective	ECO, HST, or POL	3

SOC-150: does not meet intercultural competency

SOC-210: meets intercultural competency

Science/Mathematics (7 credits)

	Lab Science	4
	Math/CIS elective	3

Competencies and Proficiencies (3-9 credits)

	Writing Competency	0-3
	Speech Competency	3
	Intercultural Competency	0-3

English Education (5-12 Certification)

As an alternative to the regular English education course of study, students may choose a double major of English + secondary education. Students who are considering post-baccalaureate work in English following graduation instead of entering the teaching field immediately may want to choose this alternative. Both options — English education or English + teacher education — qualify the graduate for an Indiana teaching license in English.

Education Courses (39 credits)

EDU-130	American Education	3
EDU-200	Educational Technology	1
EDU-296	Secondary School Observation/ Participation	2
EDU-240	Educational Psychology	3

EDU-250	Principles of Teaching	3
PSY-276	Psychology of the Exceptional Learner	3
EDU-324	Literacy in Diverse Classrooms	3
EDU-382EN	Methods of Teaching Senior High/Junior High/Middle School English	3
EDU-382C	Methods of Teaching Senior High/Junior High/Middle School Practicum	1
EDU-383P	Secondary Practicum P-12/5-12	1
EDU-490	Supervised Student Teaching in Senior/Junior High/Middle School (5-12)	15
EDU-495	Student Teaching Seminar	1

English Courses (36-48 credits)

Foreign Language (0-12 credits)

Intermediate Competency

Major Courses (9 credits)

ENG-220	Approaches to Literary Analysis	3
ENG-241	Studies in English Grammar	3
ENG-481	English Capstone	3

Literature (21 credits)

EDU-265	Literature for Adolescents	3
ENG-233	American Literature Survey	3
ENG-240	British Literature Survey	3
ENG	Literature Electives	3

Upper-level literature electives from the following categories:

Category 1: American Literature, Colonial-19th Century

3 credits from the following:

ENG-371	American Renaissance	3
ENG-372	Hawthorne	3
ENG-373	American Short Fiction	3
ENG-374	American Poetry	3
ENG-476	American Literature to 1830	3
ENG-477	Melville	3
ENG-478	Pre-Twentieth Century American Literature - Advanced Study	3

Category 2: British Literature, Pre-20th Century

3 credits from the following:

ENG-361	Shakespeare	3
ENG-362	Victorian Literature	3
ENG-364	Romantic Literature	3
ENG-462	Milton	3
ENG-466	Chaucer	3
ENG-468	Pre-Twentieth Century British Literature - Advanced Study	3

Category 3: American/British Literature, Post 1900

3 credits from the following:

ENG-360	Modern Drama	3
ENG-365	British Literature of the Twentieth Century	3
ENG-370	Twentieth-Century American Literature	3
ENG-430	Contemporary Literature	3
ENG-440	Literary Criticism	3
ENG-469	Post-1900 British Literature - Advanced Study	3
ENG-479	Post-1900 American Literature - Advanced Study	3

Writing (3 credits)

WRI-234	Advanced Writing	3
	or	
WRI-281	Rhetorical Strategies	3
	or	
WRI-282	Writing for Results	3

Linguistics (3 credits)

ENG-352	History of English Language	3

Mathematics Education (5-12 Certification)

As an alternative to the regular mathematics education course of study, students may choose a double major of mathematics + secondary education. Students who are considering post-baccalaureate work in mathematics following graduation instead of entering the teaching field immediately may want to choose this alternative. Both options — mathematics education or mathematics + teacher education — qualify the graduate for an Indiana teaching license in mathematics.

Education Courses (38 credits)

EDU-130	American Education	3
EDU-296	Secondary School Observation/ Participation	2
EDU-240	Educational Psychology	3
EDU-250	Principles of Teaching	3
PSY-276	Psychology of the Exceptional Learner	3
EDU-324	Literacy in Diverse Classrooms	3
EDU-382MA	Methods of Teaching Senior High/Junior High/Middle School Math	3
EDU-382C	Methods of Teaching Senior High/Junior High/Middle School Practicum	1
EDU-383P	Secondary Practicum P-12/5-12	1
EDU-490	Supervised Student Teaching in Senior/Junior High/Middle School (5-12)	15
EDU-495	Student Teaching Seminar	1

Prerequisite: two years of high school algebra and a year of high school geometry.

Mathematics and Supporting Courses (50-54 credits)

Required Courses (37 credits)

MAT-223	Introduction to Mathematics Via Discrete Processes	3
MAT-253	Calculus I	4
MAT-254	Calculus II	4
MAT-255	Calculus III	4
MAT-280	Linear Algebra	3
MAT-322	Mathematical Modeling I	4
MAT-333	Modern Geometry	4
MAT-342	Number Theory	3
MAT-344	Modern Abstract Algebra	3
MAT-481	History & Foundations of Mathematics	3
MAT-490	Math Senior Seminar	2

Choose one of the following: (3-6 credits)

MAT-204	Applied Statistics I and	3
MAT-304	Applied Statistics II or	3
MAT-363	Mathematical Statistics I	3

Choose one of the following: (3 credits)

MAT-353	Differential Equations	3
MAT-373	Numerical Analysis	3
MAT-446	Advanced Calculus	3
MAT-456	Elementary Real Analysis	3
MAT-457	Complex Variables	3

Supporting Course (3 credits)

CIS-125	Introduction to Computer Sciences I	3

Choose one of the following: (4-5 credits)

BIO-125	Principles of Biology	4
CHE-110	Introduction to Chemistry	4
CHE-125	General Chemistry I	5
PHY-211	General Physics I	4
PHY-221	University Physics I	4

Music Education (P-12 Certification)

Education Courses (37 credits)

EDU-130	American Education	3
EDU-296	Secondary School Observation/ Participation	2
EDU-240	Educational Psychology	3
EDU-250	Principles of Teaching	3
PSY-276	Psychology of the Exceptional Learner	3
EDU-324	Literacy in Diverse Classrooms	3
EDU-382MU	Methods of Teaching Senior High/Junior High/Middle School Music	3
EDU-382C	Methods of Teaching Senior	1

	High/Junior High/Middle School Practicum	
EDU-492	Supervised Student Teaching Sr High/Jr High/Middle School/Elementary (P-12)	15
EDU-495	Student Teaching Seminar	1

Music Courses

Music Major Core (42-51 credits)

MUS-101- 301	Applied Studies	4
MUS-442	Senior Recital - Music Majors	2
MUS-160	Introduction to Music Theory	2
MUS-162	Music Theory I	3
MUS-164	Ear Training I	2
MUS-261	Music Theory II	3
MUS-263	Ear Training II	2
MUS-264	Music Theory III	3
MUS-265	Form and Analysis	2
MUS-266	Ear Training III	1
MUS-274	Computer Applications for Music Educator	2
MUS-285	Beginning Conducting	2
MUS-286	Advanced Conducting	2
MUS-300	Arranging	1
MUS-371	Music History and Literature I	3
MUS-372	Music History and Literature II	3
MUS-383	Elementary Music Methods for Music Education Majors	2
MUS-383P	Elementary Music Practicum	1
MUS-490	Senior Seminar	2
MUS	Music Ensemble (Participation each semester)	0-7
MUS-200	Recital Attendance	0

Piano (2-8 credits)

Competency through:

Instrumental: Class Piano Level III	2
Choral and General: Class Piano Level IV	8

Specialty Course (one of the following) (2 credits)

MUS-125	Diction for Singers 1	2
MUS-245	Piano Pedagogy I	2
MUS-246	Piano Pedagogy II	2
MUS-365	Vocal Pedagogy	2
MUS-366	Song Literature	2
MUS-363	Instrumental Methods	2

Emphasis - Choose one of the following options:

Option 1 - Choral Emphasis (8 credits)

MUS-280	Choral Techniques	2
MUS-282	String Techniques	2
MUS-283	Percussion Techniques	2
MUS-281	Woodwind Techniques	2
	or	

MUS-284	Brass Techniques	2

Option 2 - Instrumental Emphasis (11-12 credits)

MUS-114	Class Voice	1
MUS-193	University Singers	0 to 1
MUS-281	Woodwind Techniques	2
MUS-282	String Techniques	2
MUS-283	Percussion Techniques	2
MUS-284	Brass Techniques	2
MUS-363	Instrumental Methods	2

In addition to the above courses, choose one of the following: (0-1 credits)

MUS-177	Clarinet Quartet	0 to 1
MUS-178	Saxophone Quartet	0 to 1
MUS-181	Guitar Ensemble	0 to 1
MUS-184	World Music Ensemble	0 to 1
MUS-185	Flute Ensemble	0 to 1
MUS-186	Chamber Music	0 to 1
MUS-187	Trombone Ensemble	0 to 1
MUS-188	Woodwind Ensemble	0 to 1
MUS-189	Honors Brass Quintet	0 to 1
MUS-195	Percussion Ensemble	0 to 1
MUS-197	Jazz Ensemble	0 to 1

Option 3 - Choral, General, Instrumental Emphasis (14-18 credits)

MUS-111	Applied Study - (music Minors)	1
MUS-112	Applied Study - (music Minors)	1
MUS-211	Applied Study - (music Minors)	1
MUS-212	Applied Study - (music Minors)	1
MUS-280	Choral Techniques	2
MUS-281	Woodwind Techniques	2
MUS-282	String Techniques	2
MUS-283	Percussion Techniques	2
MUS-284	Brass Techniques	2
MUS	Four semesters of secondary large ensemble	0-4

Physical and Health Education (5-12, P-12 Certification)**Education Courses (36 credits)**

EDU-130	American Education	3
EDU-240	Educational Psychology	3
EDU-250	Principles of Teaching	3
PSY-276	Psychology of the Exceptional Learner	3
EDU-324	Literacy in Diverse Classrooms	3
EDU-382HE	Methods of Teaching Senior High/Junior High/Middle School Health Education	2
EDU-382PE	Methods of Teaching Sr High/Jr High/ Middle School Physical Education	2
EDU-382C	Methods of Teaching Senior High/Junior High/Middle School Practicum	1

EDU-490	Supervised Student Teaching in Senior/Junior High/Middle School (5- 12)	15
	or	
EDU-492	Supervised Student Teaching Sr High/Jr High/Middle School/Elementary (P-12)	15
EDU-495	Student Teaching Seminar	1

Physical and Health Education Courses

Required Biology Courses and Prerequisites (8 credits)

BIO-111	Anatomy and Physiology I	4
BIO-111L	Anatomy and Physiology I Lab	0
BIO-112	Anatomy and Physiology II	4
BIO-112L	Anatomy and Physiology II Lab	0

Physical and Health Education Major Core (44-48 credits)

Meets 5-12 certification requirements (28-31 credits)

PHE-155	Introduction to Physical Education, Sport, and Wellness	3
PHE-157	Rhythmics and Dance	2
PHE-229	Cardiopulmonary Resuscitation	1
	or	
	Certification proof	0
PHE-230	First Aid Basics	2
PHE-282	Motor Development	2
PHE-341	Team Sports	3
PHE-345	Individual/Dual Sports	3
PHE-371	Administration of Physical Education and Athletics	3
PHE-255	Scientific Aspects of Phys Education and Coaching	3
PHE-378	Tests and Measurements	3
PHE-385	Psychology of Motor Learning	3
PHE-423	Adapted Physical Activity	3

The following courses meet technology requirements (1-2 credits):

PHE-210	Computers & Technology in Physical Education and Sport	2
	or	
EDU-200	Educational Technology	1

The following courses meet health education certification requirements (15 credits):

PHE-162	Personal Health	3
PHE-163	School Health and Safety	3
PHE-362	Nutrition for Health	3
PHE-365	Public and Community Health	3
PHE-366	Alcohol and Drug Education	3

P-12 Physical and Health Education Certification

Major Core + 4 hours

PHE-342	Elementary Physical Education	3
PHE-342P	Elementary Physical Education Practicum	1

Science Education (5-12 Certification)

Education Courses (39 credits)

EDU-130	American Education	3
EDU-200	Educational Technology	1
EDU-296	Secondary School Observation/ Participation	2
EDU-240	Educational Psychology	3
EDU-250	Principles of Teaching	3
PSY-276	Psychology of the Exceptional Learner	3
EDU-324	Literacy in Diverse Classrooms	3
EDU-382SC	Methods of Teaching Senior High/Junior High/Middle School Science	3
EDU-382C	Methods of Teaching Senior High/Junior High/Middle School Practicum	1
EDU-383P	Secondary Practicum P-12/5-12	1
EDU-490	Supervised Student Teaching in Senior/Junior High/Middle School (5- 12)	15
EDU-495	Student Teaching Seminar	1

Science Major Core (18 credits)

BIO-125	Principles of Biology	4
CHE-125	General Chemistry I	5
CHE-125L	General Chemistry I Lab	0
CHE-126	General Chemistry II	5
CHE-126L	General Chemistry II Lab	0
EAR-132	Earth Science (with Lab)	4

Dual Field Biology/Chemistry Major

Required Math and Prerequisite Courses (17 credits)

MAT-253	Calculus I	4
MAT-254	Calculus II	4
PHY-221	University Physics I	4
PHY-221L	University Physics I Lab	0
PHY-222	University Physics II	5
PHY-222L	University Physics II Lab	0

Biology/Chemistry Major Courses (33 credits)

BIO-201	Animal Biology	4
BIO-202	Plant Biology	4
BIO-213	Microbiology	4
BIO-213L	Microbiology Lab	0
BIO-301	Ecology	3
BIO-351	Cellular Biology	3
CHE-235	Organic Chemistry I	4
CHE-235L	Organic Chemistry I Lab	0
CHE-350	Analytical Chemistry	4
CHE-350L	Analytical Chemistry Lab	0
CHE-430	Biological Chemistry I	3
CHE-440	Physical Chemistry I	3
BIO-490	Biology Senior Seminar	1

CHE-490	or Chemistry Senior Seminar	1

Biology Education Major

Biology Major Courses (33-34 credits)

BIO-201	Animal Biology	4
BIO-202	Plant Biology	4
BIO-213	Microbiology	4
BIO-213L	Microbiology Lab	0
BIO-301	Ecology	3
BIO-311	Mammalian Anatomy	4
BIO-312	General Physiology	4
BIO-351	Cellular Biology	3
BIO-330	Histology	3
	or	
BIO-411	Vertebrate Development	4
BIO-412	Genetics	3
BIO-490	Biology Senior Seminar	1

Chemistry Education Major

Required Math and Prerequisite Courses (17 credits)

MAT-253	Calculus I	4
MAT-254	Calculus II	4
PHY-221	University Physics I	4
PHY-221L	University Physics I Lab	0
PHY-222	University Physics II	5
PHY-222L	University Physics II Lab	0

Chemistry Major Courses (21 credits)

CHE-235	Organic Chemistry I	4
CHE-235L	Organic Chemistry I Lab	0
CHE-236	Organic Chemistry II	4
CHE-236L	Organic Chemistry II Lab	0
CHE-350	Analytical Chemistry	4
CHE-350L	Analytical Chemistry Lab	0
CHE-440	Physical Chemistry I	3
CHE-450	Physical Chemistry II	3
CHE-490	Chemistry Senior Seminar	1
CHE-495	Research in Chemistry	1 to 3

Social Studies Education (5-12 Certification)

Education Courses (39 credits)

EDU-130	American Education	3
EDU-200	Educational Technology	1
EDU-296	Secondary School Observation/ Participation	2
EDU-240	Educational Psychology	3
EDU-250	Principles of Teaching	3
PSY-276	Psychology of the Exceptional Learner	3
EDU-324	Literacy in Diverse Classrooms	3
EDU-382SS	Methods of Teaching Sr High/Jr High/ Middle School Social Studies	3

EDU-382C	Methods of Teaching Senior High/Junior High/Middle School Practicum	1
EDU-383P	Secondary Practicum P-12/5-12	1
EDU-490	Supervised Student Teaching in Senior/Junior High/Middle School (5- 12)	15
EDU-495	Student Teaching Seminar	1

Social Studies Courses

Historical Perspectives (15 credits)

HST-185	Foundations of Civilization to 1648	3
HST-190	The West and the World after 1648	3
HST-211	American Civilization to 1865	3
HST-212	American Civilization after 1865	3
HST	Elective (300-400 level): see "Scholarship List" requirement below	3

Government (12 credits)

POL-100	American Government	3
POL-232	Comparative Politics	3
	or	
POL-230	World Politics	3
POL	Elective	3
POL	Elective (300-400 level): see "Scholarship List" requirement below	3

Psychology (12 credits)

EDU-240	Educational Psychology	3
PSY-150	General Psychology	3
PSY-276	Psychology of the Exceptional Learner	3
PSY	Elective (300-400 level): see "Scholarship List" requirement below	3

Sociology (9 credits)

SOC-150	Principles of Sociology	3
	or	
SOC-210	Minority Group Relations	3
SOC	Elective (upper or lower level)	3
SOC	Elective (300-400 level): see "Scholarship List" requirement below	3

Economics (9 credits)

ECO-212	Microeconomics	3
ECO-213	Macroeconomics	3
ECO	Elective (300-400 level): see "Scholarship List" requirement below	3

Geography (3 credits)

GEO-202	Political and Cultural Geography	3

Scholarship List Requirement: Among content course electives listed above, SSE majors are required to complete at least three upper-level courses (300-400 level) from the "Scholarship List," each in a different content discipline: History, Government (Political Science), Psychology, Sociology, or Economics. Course instructors have agreed to include a writing-intensive, research-based, rubric-assessed assignment, the results of which are vital to program assessment. A list of courses currently on the "Scholarship List" can be obtained from the department or the SSE degree audit. Any upper-level course is potentially a "Scholarship" course, but the instructor must first consult the department, obtain a copy of the rubric, and agree to provide the assessment.

Spanish Education (P-12 Certification)

Definition and Purpose

The Spanish Education major requires a core program in Spanish of 39-51 hours with a minimum of three credit hours in a Spanish-speaking country. A prerequisite of six hours of beginning Spanish or demonstration of beginning-level proficiency by examinations required. Student will also be required to fulfill the general education requirements and the professional education requirements for a teaching degree. The Spanish Education major will equip students with the knowledge, skills and experience necessary for becoming highly qualified Spanish teachers. The program requires that all graduating seniors function at the ADVANCED level of proficiency in Spanish as defined by the American Council on the Teaching of Foreign Languages (ACTFL) guidelines (intermediate – high is required by the state). The Spanish Education major will do the following: equip students with a well-rounded understanding of Spanish grammar and Hispanic literature, history and culture; prepare them to teach using the best methods and technology available for second language acquisition; and require Spanish language and cultural immersion experience in the local community and overseas. Prerequisite: SPA-117 and SPA-118 or beginning-level competency by examination.

Education Courses (39 credits)

EDU-130	American Education	3
EDU-200	Educational Technology	1
EDU-296	Secondary School Observation/ Participation	2
EDU-240	Educational Psychology	3
EDU-250	Principles of Teaching	3
PSY-276	Psychology of the Exceptional Learner	3
EDU-324	Literacy in Diverse Classrooms	3
EDU-382SP	Methods of Teaching Senior High/Junior High/Middle School Spanish	3
EDU-382C	Methods of Teaching Senior High/Junior High/Middle School Practicum	1
SPA-380P	Elementary Spanish Education Practicum	1
EDU-492	Supervised Student Teaching Sr High/Jr High/Middle School/Elementary (P-12)	15
EDU-495	Student Teaching Seminar	1

Spanish Courses (39-51 credits)

Prerequisite Courses (0-6 credits)

SPA-117	Beginning Spanish I	0-3
SPA-118	Beginning Spanish II	0-3
	Or beginning-level competency examination	

Language Courses (12-18 credits)

ENG-170	Introduction to Linguistics	3
SPA-237	Intermediate Spanish I	0-3
SPA-238	Intermediate Spanish II	0-3
SPA-347	Spanish Conversation/Composition	3
SPA-357	Spanish Linguistics and Phonology	3
SPA-420	Advanced Spanish Grammar	3

Students are required to pass SPA-347 with a minimum grade of "C" before advancing to other 300 or 400 upper-division classes. Advisors may, however, grant some students permission to take another upper-division class at the same time that they are taking SPA-347.

Students may not elect to take SPA-237 or SPA-238 after successfully completing upper-level courses except by permission of the division.

History and Culture (6 credits)

Choose two of the following courses:

SPA-348	Latin American Studies	3
SPA-354	Latin American History	3
SPA-365	Special Topics in Spanish Culture	3
SPA-371	Hispanic Culture in the U.S.	3
SPA-372	Culture and Civilization of Spain	3

Literature (6 credits)

Choose two of the following courses:

SPA-457	Survey of Spanish Literature	3
SPA-458	Survey of Spanish American Literature	3
SPA-461	Contemporary Spanish Literature	3
SPA-462	Spanish Short Stories	3
SPA-465	Special Topics in Spanish Literature	3

Electives (12 credits)

Choose four additional Spanish History and Culture or Literature courses.

Foreign Study Experience (3 credits)

SPA-370	Hispanic Culture and Language Studies	3
	or	
SPA	300 or 400 level course abroad	3

TESOL Education (P-12 Certification)

The TESOL Education major combines professional training with specialized instruction in the latest theoretical foundations for second-language acquisition, including methods and materials training and practicum experience designed specifically for the TESOL student. Students completing this program will meet all certification standards for public instruction in the state of Indiana (English as a New Language standards), and will acquire the theoretical foundations and skills necessary for effective second-language instruction for non-English speaking individuals around the world.

Education Courses (38 credits)

EDU-130	American Education	3
EDU-200	Educational Technology	1
EDU-296	Secondary School Observation/ Participation	2
EDU-240	Educational Psychology	3
EDU-250	Principles of Teaching	3
PSY-276	Psychology of the Exceptional Learner	3
EDU-324	Literacy in Diverse Classrooms	3
EDU-382TE	Methods of Teaching Sr High/Jr High/ Middle School Teaching English to Speakers of Other Languages	3
EDU-382C	Methods of Teaching Senior	1

	High/Junior High/Middle School Practicum	
EDU-492	Supervised Student Teaching Sr High/Jr High/Middle School/Elementary (P-12)	15
EDU-495	Student Teaching Seminar	1

TESOL Courses (44-56 credits)

Intercultural (3 credits)

INT-220	Intercultural Relationships	3

English/TESOL (21 credits)

ENG-170	Introduction to Linguistics	3
TSL-203	TESOL Theoretical Foundations	3
ENG-241	Studies in English Grammar	3
TSL-305	Second Language Acquisition	3
TSL-350	TESOL Assessment and Testing	3
TSL-420	English Linguistics for TESOL	3
TSL-450	English Grammar Pedagogy	2

TESOL Methods and Practicum (4 credits)

TSL-380	Elementary Methods of Teaching ESOL	3
TSL-380P	Elementary TESOL Education Practicum	1

Foreign Language (0-12 credits)

Foreign Language
or
Demonstration of intermediate-level
competency

Electives (choose from all three areas) (12 credits)

Linguistics

ENG-352	History of English Language	3
WRI-165	English Language and Composition	3
WRI-210	Theories and Methods of Writing Consultancy	0 to 1
WRI-230	Sentence Strategies	3
WRI-281	Rhetorical Strategies	3
	Any foreign language course (in addition to competency requirement)	3-6

Intercultural Studies

INT-350	Transformational Development Principles	3
INT-402	Contemporary Global Issues	3
SOC-225	Cultural Anthropology	3

Communication

COM-115	Introduction to Human Communication	3
COM-226	Voice and Movement	3
COM-252	Beginning Acting	3
COM-352	Interpersonal Communication	3

Visual Arts Education (5-12, P-12 Certification)

Education Courses (37 credits)

EDU-130	American Education	3
EDU-296	Secondary School Observation/ Participation	2
EDU-240	Educational Psychology	3
EDU-250	Principles of Teaching	3
PSY-276	Psychology of the Exceptional Learner	3
EDU-324	Literacy in Diverse Classrooms	3
EDU-382VA	Methods of Teaching Senior High/Junior High/Middle School Visual Arts	3
EDU-382C	Methods of Teaching Senior High/Junior High/Middle School Practicum	1
EDU-490	Supervised Student Teaching in Senior/Junior High/Middle School (5- 12)	15
EDU-492	or Supervised Student Teaching Sr High/Jr High/Middle School/Elementary (P-12)	15
EDU-495	Student Teaching Seminar	1

Visual Arts Courses

Major Core (36 credits)**Two-Dimensional Design (21 credits)**

ART-121	Drawing I	3
ART-221	Drawing II	3
ART-224	Design I: Two-Dimensional Design	3
ART-238	Digital Imagery Art	3
ART-266	Printmaking I	3
ART-273	Introduction to Computer Graphics	3
ART-331	Representational Painting	3

ART-121, ART-221, ART-224, and ART-238: required prior to "mid-point review"

Three-Dimensional Design (9 credits)

ART-241	Ceramics I	3
ART-251	Sculpture I	3
ART-324	Design II: Three-Dimensional Design	3

ART-251 and ART-324: required prior to "mid-point review"

Art History (6 credits)

Art History Electives	6

Courses numbered between ART-381 and ART-387 or ART-476

5-12 Certification (37 credits)

	Completion of major core	36
EDU-383P	Secondary Practicum P-12/5-12	1

P-12 Certification (49 credits)

Major core + 13 hours

ART-371	Art for Elementary Teachers	3

ART-371P	Elementary Art Practicum	1
ART	Art Electives	9

Exceptional Needs Education (K-6, P-12 Certification)

Exceptional Needs Education - B.S.

The Exceptional Needs program is designed to train teachers to serve persons who require mild interventions (a Severe and Profound program is also available for students who wish to add this certification to their teaching license). It is consistent with new state standards that call for a major (rather than minor) in exceptional needs. The focus is also on a non-categorical approach. Graduates of the program have a(n):

1. Understanding of the provision of special education in the regular classroom environment.
2. Effective use of state-of-the-art methods in special education.
3. Knowledge of effective service delivery models for learners with disabilities.
4. Awareness of alternative resources for serving learners with disabilities.
5. Skill in working with families of learners with disabilities.
6. Skill in working with other professionals and agencies to assure quality programs.
7. Attitude of lifelong learning as a special education professional.

Four guiding principles are foundational to the exceptional needs program:

1. God created all persons, including persons with disabilities, and each is valuable (Psalm 139:13-16).
2. When included as part of society, persons with disabilities have something to offer (I Corinthians 12:12-26).
3. The task of the educator is to teach persons with or without disabilities to fulfill their role in society (I Thessalonians 5:14).
4. Acceptance of these individuals, as they are, is a primary and essential part of teaching (John 4:5-27).

Two versions of the Exceptional Needs major are available. Each consists of general education requirements, a Professional Core common to each major, Exceptional Needs courses specific to each major, and elective courses. In addition, a Severe and Profound program may be added to any Exceptional Needs major.

General Education (45-51 credits)

Required Courses

LDR-150	Introduction to Life Calling	3

Humanities Core (12 credits)

ENG-180	Humanities World Literature	3
HST-180	Humanities World Civilization	3
MUS-180	Humanities Fine Arts	3
PHL-180	Humanities Philosophy	3

Biblical Literature (6 credits)

BIL-101	Old Testament Survey	3
BIL-102	New Testament Survey	3

Advanced Writing or Literature (3 credits)

Advanced Writing	
or	
Literature > 200	3

Health and Wellness (2 credits)

PHE-101	Concepts of Health and Wellness	1
PHE	Activity Elective	1

Social Sciences and Psychology (9 credits)

PSY-150	General Psychology	3
SOC-150	Principles of Sociology	3
	or	
SOC-210	Minority Group Relations	3
Elective	Taken from ECO, HST, or POL	3

SOC-150: Does not meet Intercultural Competency

SOC-210: Meets Intercultural Competency

Science/Mathematics (7 credits)

Lab Science	4
Math/CIS elective	3

Competencies and Proficiencies (3-9 credits)

Writing Competency	0-3
Speech Competency	3
Intercultural Competency	0-3

Professional Core (42 credits)

EDU-130	American Education	3
EDU-200	Educational Technology	1
EDS-215	Teaching and Learning in Inclusive Settings	3
PSY-276	Psychology of the Exceptional Learner	3
EDS-350	Assessment in Special Education	3
EDS-350P	Assessment in Special Education Practicum	1
EDS-361	Behavior Management in Special Education	3
EDS-370	Public Policy and Special Education	3
EDS-385	Special Education Practicum I	2
EDS-386	Special Education Practicum II	1
EDS-496	Supervised Student Teaching in Special Education	15
EDS-494	Student Teaching Seminar	1

K-6 Exceptional Needs Major (14 credits)

Add the following courses to the Professional Core:

EDU-290	Elementary Education in a Pluralistic Society	3
PSY-251	Child Development	3
EDS-381	Methods for Teaching Children With Exceptional Needs	3
EDS-354	Language Arts Methods	2
EDS-388	Developmental Reading	3

P-12 Exceptional Needs Major (20 credits)

Add the following courses to the Professional Core:

EDU-240	Educational Psychology	3
EDU-250	Principles of Teaching	3

EDS-324	Literacy for the Adolescent With Exceptional Needs	3
EDS-354	Language Arts Methods	2
EDS-381	Methods for Teaching Children With Exceptional Needs	3
EDS-382	Methods for Teaching Adolescents With Exceptional Needs	3
EDS-388	Developmental Reading	3

Severe and Profound (9 credits)

Severe and Profound certification may be added to any Exceptional Needs major by taking the following courses:

EDS-331	Critical Issues in Severe Disabilities	3
EDS-332	Community-Based Instruction, Supports, And Services	3
EDS-333	Interdisciplinary Collaboration	3

School of the Physical and Applied Sciences

The School of the Physical and Applied Sciences is a blend of disciplines producing students prepared to enter roles as teachers, researchers, administrators, health care providers, and valuable members of society in a broad variety of modalities. The titles of the three divisions demonstrate the spectrum of fields represented within SPAS:

Health and Human Performance Division (p. 183)

Natural Sciences Division (p. 195)

Mathematics and Computer Information Sciences Division (p. 206)

Each of these divisions contains a number of specialized departments or majors that allow students to prepare for careers serving God by serving those He created. Our focus on equipping students for life-long learning means that the time spent within SPAS results in the laying of a solid foundation on which all future learning can be built. The outstanding success of our graduates reflects the quality of the learning that has occurred during their time here.

Health and Human Performance Division

Purpose

The Health and Human Performance Division at Indiana Wesleyan University prepares students to meet the ever increasing demands of society for professionally trained people in the areas of education, sports, fitness, health, recreation, management and athletics. Areas of development such as neuromuscular skill, organic fitness, intellectual awareness, social concern, emotional release, and spiritual formations will be emphasized. God created man as an integrated whole being, and the professionals in this division are afforded a great opportunity to reach all aspects of the whole person. Each individual will be challenged to develop professionally and in turn be prepared to serve others upon completion of the degree.

Eight degrees are offered within the Division of Health and Human Performance. They are a Bachelor of Science degree in Applied Health and Fitness (p. 184), Athletic Training (p. 185), Exercise Science (p. 187), Physical and Health Education (p. 188)-secondary certification (5-12) or all grade certification (P-12), Recreation and Camp Administration (p. 188), Sports Management (p. 189), and Sports Ministries (p. 190).

In addition to these majors, there are minors available in Health Promotion and Wellness (p. 184) and Coaching Education (p. 193). There is also a Pre-physical Therapy program (p. 190) and a Pre-occupational Therapy program (p. 192).

Admission to Majors

Admission to majors in the Health and Human Performance Division follow the procedures established for the university. Majors seeking physical and health education teaching certification must apply for admission to teacher education through the Department of Education. Also see the Athletic Training and Exercise Science department for respective application process.

General Education Requirements (45-51 credits)

Most majors within the Health and Human Performance Division follow the traditional general education requirements. Recommended courses for specific areas are below. If this differs, the courses are identified under the specific major.

Applied Health and Fitness - B.S.

There is a growing demand for qualified, certified professionals in the field of health, wellness, and fitness. The Applied Health and Fitness degree prepares students for careers in areas such as corporate fitness, personal training, strength and conditioning, and related fields. Students will also be prepared to sit for certification exams from organizations such as the National Strength and Conditioning Association (NSCA), the American College of Sports Medicine (ACSM) and the American Council on Exercise (ACE).

Transfer students and students new to the major: Students must complete at least 50% (half) of their major courses at IWU.

Requirements (47 credits)

Required Courses

ATR-431	Evaluation/Recognition of Injuries/Cond Athletic Injuries	2
BIO-112	Anatomy and Physiology II	4
PHE-170	Introduction to Exercise Science	3
PHE-225	Psychology of Sport and Exercise	3
PHE-235	Professional Experience I	1
PHE-264	Principles of Strength and Conditioning	3
	or	
PHE-265	Personal Training	3
PHE-286	Kinesiology	4
PHE-352	Sport Law and Risk Management	3
PHE-362	Nutrition for Health	3
PHE-365	Public and Community Health	3
PHE-366	Alcohol and Drug Education	3
PHE-374	Physiology of Exercise	3
PHE-374L	Physiology of Exercise Lab	1
PHE-379	Principles of Fitness Assessment	2
PHE-380	Principles of Exercise Prescription	2
PHE-410	Wellness Internship	2
PHE-413	Health Promotion and Wellness Management	3
PHE-485	Senior Seminar I	1
PHE-486	Senior Seminar II	1

Health Promotion and Wellness Minor

Requirements (25 credits)

Required Courses

BIO-111	Anatomy and Physiology I	4
PHE-162	Personal Health	3
PHE-163	School Health and Safety	3
PHE-229	Cardiopulmonary Resuscitation	1
PHE-230	First Aid Basics	2
PHE-362	Nutrition for Health	3
PHE-365	Public and Community Health	3
PHE-366	Alcohol and Drug Education	3
PHE-413	Health Promotion and Wellness Management	3

Athletic Training - B.S.

This bachelor's degree is designed to prepare the student for a career in the field of athletic training/sports medicine. The major can be completed in 8 semesters of study. The current route to become a BOC certified athletic trainer is through a CAATE accredited athletic training education program. IWU's athletic training education program (ATEP) started in 1988 and is committed to program excellence. This is a competitive program and application alone does not guarantee admittance. Any student designating Athletic Training as their major is given a pre-athletic training major description which signifies their intent to apply to the program. The application process to this program is a two-term process — either fall and spring semester or spring semester and May term. For a traditional student the application process should be started in the fall semester of the first year of declaring the major, with formal application being due on April 15 of the second term. Transfer students or students changing their major at spring semester are still eligible to apply to the program via the spring semester and May term application process; applications are due by May 15 of the second term. Decisions for program acceptance or denial will be made by the athletic training faculty after the application process is completed and students will be notified by mail.

Students Changing Majors and Transfer Students

A prospective student must declare an interest in Athletic Training as a chosen field within his or her first year of study at IWU. A student beyond his or her freshman year at IWU (e.g., changing majors) will also be considered for the program; however, an additional year or two of study may be necessary to satisfy the educational and clinical requirements for CAATE as well as IWU's ATEP program. A transfer student may apply certain athletic training courses from another university/college toward our major if the course is acceptable to the ATEP director (e.g., course content, credit hours, and description) and meets all transfer requirements by the Registrar's Office.

Athletic Training Education Program Application Procedure

All students applying to the IWU ATEP must meet the technical standards of IWU's ATEP. Should accommodations need to be made for the student, the student must contact the athletic training program director and the Center for Student Success. The technical standards for our program are available on the athletic training website or from the athletic training faculty. Applications are available from the ATEP director upon request. If a pre-athletic training student does not gain acceptance into the program on his or her initial application, he or she can repeat the application process one additional time or elect to change majors. The following criteria must be met to gain admittance into the athletic training education program as an athletic training student:

1. A formal letter of application stating why you want to apply to the program and why you want to become a certified athletic trainer.
2. Completion of the Indiana Wesleyan University Athletic Training Education Program application, submission of 3 letters of recommendation, signed technical standards, interview with the athletic training faculty, and a minimum of 150 hours of clinical observation over two terms.
3. Completion of all prerequisite coursework with at least a 2.0 GPA (C) or above in each course. A student's overall GPA must be a 2.5 or higher.
4. Completion of two terms of attendance at Indiana Wesleyan University.
5. Commitment to the mission of the university as demonstrated by professional conduct. Apparent interest and motivation, as evidenced by work habits, promptness, etc. Athletic Training background through previous high school and/or college-level experience prior to application to the ATEP program is desirable but not required.

Athletic Training Education Program Retention Policy

To remain in the Athletic Training Education program as an athletic training student, the student must achieve the standards listed below. Failure to meet these standards could result in probation or removal from the program.

1. Earn at least a 2.0 GPA (C) or above in all required courses within the major.
2. Earn at least a 2.5 cumulative GPA (C+).
3. Be in good standing with the university (e.g., no citizenship probation).
4. Participate in blood borne pathogen training each academic year.
5. Complete a criminal background check every year through IWU.
6. Complete a TB test every year.

7. Maintain CPR-PR certification while enrolled at IWU.
8. Show progress through clinical instruction and learning over time.
9. Perform all duties assigned to the best of one's ability.
10. Show a professional attitude and character in all areas of athletic training, both academic and clinical.

Athletic Training Education Program Probation Policy

Any athletic training student within the program may be subject to a probationary status. A probationary status will be assigned if an athletic training student does not abide by the standards of the IWU Athletic Training Education program as identified in the ATEP Student Handbook. The athletic training program director is the only authority that can administer a probationary status or remove a probationary status within this program. The athletic training program director and athletic training faculty may also remove athletic training students from the program for infractions of divisional and university policies. Athletic training students may not accumulate clinical hours while on probation but may progress through the Athletic Training major course sequence as advised and approved by the student's athletic training academic advisor.

Athletic Training Student Health Policy

Athletic training students must have the appropriate health forms and records on file with the athletic training program director to be considered for admittance to the Athletic Training Education program. In addition, athletic training students will be required to have the following tests and vaccinations by the start of their first semester in the major (or in the process to receive the vaccinations - HBV):

1. **Tuberculin Skin Test:** If the TB test is positive, a chest x-ray must be done. A yearly TB test is required and written results are given to the athletic training program director to be added to that student's file. The athletic training student may have this test done at the IWU Health Center.
2. **Hepatitis B Vaccination:** Athletic training students are strongly encouraged to be vaccinated with the Hepatitis B vaccine (HBV). A sum of three injections in a six-month period is required for this vaccination. Each injection will vary in cost depending on where you obtain the vaccination. A waiver must be signed and in the athletic training student's permanent file if he or she chooses not to obtain the vaccination.
3. **Physical Examination:** Athletic training students will have a physical examination conducted by the team physician. If a student athlete is applying to the ATEP, their pre-participation physical is acceptable for this requirement.

Requirements (70 credits)

Pre-Professional phase - PATH (Pre-Athletic Training) Prerequisites to the Athletic Training Education Program (12 credits)

BIO-111	Anatomy and Physiology I	4
BIO-112	Anatomy and Physiology II	4
PHE-101	Concepts of Health and Wellness	1
PHE-229	Cardiopulmonary Resuscitation	1
PHE-230	First Aid Basics	2

Professional phase - ATH (Athletic Training) Core Curriculum of the Athletic Training Education Program (58 credits)

ATR-195	Introduction to Athletic Training	2
ATR-196	Athletic Training Clinical Education Experience I	1
ATR-197	Athletic Training Clinical Education Experience II	1
ATR-199	Athletic Training Practicum I	1
ATR-220	Therapeutic Modalities	3
ATR-225	Lower Extremity Evaluation and Assessment	2
ATR-226	Upper Extremity Evaluation and Assessment	2
ATR-231	Advanced Athletic Training	2
ATR-250	Muscle Testing and Joint	3

	Measurement	
ATR-296	Athletic Training Clinical Education Experience III	1
ATR-297	Athletic Training Clinical Education Experience IV	1
ATR-299	Athletic Training Practicum II	1
ATR-332	Therapeutic Exercise and Rehabilitation I	2
ATR-333	Therapeutic Exercise and Rehabilitation II	2
ATR-350	Seminar in Athletic Training	1
ATR-396	Athletic Training Clinical Education Experience V	1
ATR-397	Athletic Training Clinical Education Experience Vi	1
ATR-399	Athletic Training Practicum III	1
ATR-431	Evaluation/Recognition of Injuries/Cond Athletic Injuries	2
ATR-440	Pharmacology for the Athletic Trainer	2
ATR-450	Senior Seminar in Sports Medicine	2
ATR-492	Administration of Athletic Training	2
ATR-495	Athletic Training Practicum IV	1
ATR-496	Athletic Training Clinical Education Experience Vii	1
ATR-497	Athletic Training Clinical Education Experience Viii	1
PHE-225	Psychology of Sport and Exercise	3
PHE-264	Principles of Strength and Conditioning	3
PHE-286	Kinesiology	4
PHE-362	Nutrition for Health	3
PHE-370	Biomechanics	3
PHE-374	Physiology of Exercise	3

Athletic Training Major Requirements for Graduation

1. Athletic training students must complete a clinical rotation for lower and upper extremity sports, a general medical rotation, and an equipment intensive rotation.
2. Athletic training students must complete the hour requirements for all clinical and practicum courses.
3. Athletic training students must gain initial CPR-PR/AED certification and maintain that certification while at IWU.
4. Athletic training students must complete the clinical education instruction plan consistent with the learning over time model.

Exercise Science - B.S.

This accredited program by CoAES (Committee on Accreditation for the Exercise Sciences) is designed to prepare students for post-graduate academic pursuits in exercise science and specifically exercise physiology, cardiac/pulmonary/cancer rehabilitation, biomechanics, or fitness leadership. Students interested in continuing their education in physical or occupational therapy or becoming a physician's assistant would benefit from this exercise science program as well. The final purpose of this program design is to prepare students for certifications by professional organizations relative to exercise science, specifically the Clinical Exercise Specialist and Health Fitness Specialist certifications by the American College of Sports Medicine (ACSM). The Exercise Science major was accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) on March 15, 2013.

Transfer students and students new to the major: Students must complete at least 50% (half) of their major courses at IWU.

Major GPA requirements: 2.75 in the major and 2.5 cumulative.

Requirements (48 credits)

Required Courses

ATR-431	Evaluation/Recognition of Injuries/Cond Athletic Injuries	2
ATR-440	Pharmacology for the Athletic Trainer	2
BIO-112	Anatomy and Physiology II	4
CHE-120	Introduction to Organic and Biological Chemistry	4
PHE-170	Introduction to Exercise Science	3
PHE-225	Psychology of Sport and Exercise	3
PHE-235	Professional Experience I	1
PHE-236	Professional Experience II	1
PHE-286	Kinesiology	4
PHE-352	Sport Law and Risk Management	3
PHE-370	Biomechanics	3
PHE-370L	Biomechanics Lab	1
PHE-374	Physiology of Exercise	3
PHE-374L	Physiology of Exercise Lab	1
PHE-379	Principles of Fitness Assessment	2
PHE-380	Principles of Exercise Prescription	2
PHE-413	Health Promotion and Wellness Management	3
PHE-415	Nutrition for Sport and Performance	4
PHE-485	Senior Seminar I	1
PHE-486	Senior Seminar II	1

Physical and Health Education Major (5-12, P-12)

See the education section of the catalog for a list of specific courses required for the Physical and Health Education major.

Recreation and Camp Administration - B.S.

Career opportunities in recreation management have expanded because of the increasing amount of recreation time discovered by Americans in recent years. Career options include work in such areas as church recreation, parks, playgrounds, recreation in business and industry, hospitals, nursing homes, camps, resorts, hotels, cruise ships, youth organizations, zoos, and environmental centers.

Students majoring in Recreation and Camp Administration are expected to complete 48 hours of credit, including two credit hours of internship and two credit hours of professional experience. Internships will consist of on-site experience with agencies that deliver leisure services. These may include public recreation park agencies, voluntary agencies (youth service agencies), correctional institutions, industries, recreation for the ill and disabled (including hospitals), and college unions.

Requirements (48 credits)

Required Courses

PHE-122	Active Recreation Games	1
PHE-156	Outdoor Wilderness Learning (Wise Owl Project)	2
PHE-210	Computers & Technology in Physical Education and Sport	1 to 2
PHE-229	Cardiopulmonary Resuscitation	1
PHE-230	First Aid Basics	2
PHE-235	Professional Experience I	1
PHE-236	Professional Experience II	1
PHE-282	Motor Development	2

PHE-352	Sport Law and Risk Management	3
PHE-365	Public and Community Health	3
	or	
PHE-162	Personal Health	3
PHE-423	Adapted Physical Activity	3
PHE-480	Senior Seminar in Health and Human Performance	2
REC-160	Intro to Recreation and Sports Ministrie	3
REC-180	Campus Recreation and Intramural Sports	2
REC-240	Trip Camping in the USA	2
REC-260	Recreation Leadership and Programming	3
REC-280	Commercial and Social Recreation	2
REC-380	Camp Management	3
REC-382	Camp Counseling	2
REC-410	Recreation Internship	2
REC-450	Recreation Administration	3
REC-460	Facilities: Design, Planning, Maintenance, and Scheduling	3

Sports Management - B.S.

The opportunities for employment with a Sports Management major include a variety of related organizations in athletics, professional sports management, marketing, promotion, and fund raising. Related positions are available at the local, state, national and international levels.

Requirements (41 credits)

Required Courses

BUS-100	Foundations of Business	3
PHE-155	Introduction to Physical Education, Sport, and Wellness	3
PHE-210	Computers & Technology in Physical Education and Sport	1 to 2
PHE-225	Psychology of Sport and Exercise	3
PHE-229	Cardiopulmonary Resuscitation	1
PHE-230	First Aid Basics	2
PHE-235	Professional Experience I	1
PHE-236	Professional Experience II	1
PHE-264	Principles of Strength and Conditioning	3
PHE-350	Ethics and Character Development in Sport	3
PHE-352	Sport Law and Risk Management	3
PHE-354	Sports Management	3
PHE-371	Administration of Physical Education and Athletics	3
PHE-420	Sports Marketing, Promotion, and Fund Raising	3
PHE-422	Sports Management Internship	3
REC-460	Facilities: Design, Planning, Maintenance, and Scheduling	3
PHE-480	Senior Seminar in Health and Human Performance	2

Sports Ministries - B.S.

Purpose

The Division of Health and Human Performance and the School of Theology and Ministry have created an interdisciplinary major in Sports Ministries. The purpose of this major is to prepare students professionally for service in church sports ministries, sports camps, school sports ministries, youth sports ministries, sports chaplaincy, short and long term missions, individual sport coach training, and para-church sports ministries.

Requirements (48 credits)

Required Courses (42 credits)

BIL-202	Inductive Bible Study	3
PHE	Team Sport Activity (select 1)	1
REC-160	Intro to Recreation and Sports Ministrie	3
PHE-225	Psychology of Sport and Exercise	3
PHE-229	Cardiopulmonary Resuscitation	1
PHE-230	First Aid Basics	2
PHE-235	Professional Experience I	1
PHE-371	Administration of Physical Education and Athletics	3
THE-232	Basic Christian Doctrine	3
REL-241	Survey of Church History	3
CED-255	Local Church Education and	3
CED-255P	Local Church Education Practicum	1
PHE-350	Ethics and Character Development in Sport	3
PHE-470	Sports Ministry Internship	3
REL-345	Sports Evangelism & Discipleship	3
REL-340	Models of Sports Ministry	3
YTH-370	Youth Counseling	3

Choose one of the following sets of two courses: (4 credits)

REC-260	Recreation Leadership and Programming and	3
PHE-236	Professional Experience II or	1
YTH-355	Youth Programming and Management and	3
YTH-355P	Youth Programming Practicum	1

Choose one of the following: (2 credits)

PHE-480	Senior Seminar in Health and Human Performance	2
YTH-480	Senior Youth World Changing Seminar	2

Pre-physical Therapy Program

NOTE: Another major must be declared as this is a program to enable the student to pursue graduate education in a professional physical therapy school.

Description

The Pre-physical Therapy program consists of a combination of courses in addition to the course requirements for any other official university major. However, majors in Athletic Training, Biology, Exercise Science, and Psychology best complement this program and application to a professional physical therapy school. This program leads to a Bachelor of Science degree and is designed to prepare the student for application to a professional physical therapy school. Some professional schools may require additional coursework; therefore, it is imperative that the students obtain the appropriate prerequisite requirements and related information from potential graduate schools and work with their advisors to meet all admissions requirements.

Admission

Due to the high academic achievement that is required for admission to professional schools, there is an admission process for entry into the Pre-physical Therapy program. Upon completion of the sophomore year, students interested in the Pre-physical Therapy program must have a minimum GPA of 3.0 and interview with the Pre-physical Therapy advisor. (This individual is usually the student's academic major advisor.) It is essential that the GPA be maintained. Should a student's GPA fall below the 3.0 requirement, the student will be put on probation from the program and be given one semester to increase his or her GPA back into the acceptable range. If the GPA is not increased to a 3.0 or above, the student will be dismissed from the program but may continue in his or her major. Transcript the same way Pre-med is done.

Requirements Pre-physical Therapy Core (36 credits)

Required Courses

BIO-125	Principles of Biology	4
BIO-111	Anatomy and Physiology I and	4
BIO-111L	Anatomy and Physiology I Lab or	0
BIO-311	Mammalian Anatomy	4
BIO-112	Anatomy and Physiology II and	4
BIO-112L	Anatomy and Physiology II Lab or	0
BIO-312	General Physiology	4
MAT-112	General Statistics	3
CHE-125	General Chemistry I and	5
CHE-125L	General Chemistry I Lab	0
CHE-126	General Chemistry II and	5
CHE-126L	General Chemistry II Lab	0
PHY-211	General Physics I and	4
PHY-211L	General Physics Lab	0
PHY-212	General Physics II and	4
PHY-212L	General Physics Lab II	0
PSY-150	General Psychology	3

BIO-311 Mammalian Anatomy and BIO-312 General Physiology are two biology courses that would also meet most professional physical therapy schools' prerequisites for admittance and can replace BIO-111 and BIO-112 as adequate substitutes for the program requirements.

Recommended Electives

ATR-220	Therapeutic Modalities	3
ATR-225	Lower Extremity Evaluation and Assessment	2
ATR-226	Upper Extremity Evaluation and Assessment	2
ATR-332	Therapeutic Exercise and Rehabilitation I	2
ATR-333	Therapeutic Exercise and	2

PHE-286	Rehabilitation II Kinesiology	4

Pre-occupational Therapy Program

NOTE: Another major must be declared as this is a program to enable the student to pursue graduate education in a professional occupational therapy school.

Description

The Pre-occupational Therapy program consists of a combination of courses taken in conjunction with the course requirements for any other official university major. Majors in Biology, Exercise Science, and Psychology best complement this program and lend themselves to successful application to a professional occupational therapy school. This program is designed to prepare the student for application to a professional occupational therapy school. Some professional schools may require additional coursework; therefore, it is imperative that the students obtain the appropriate prerequisite requirements and related information from potential graduate schools and work with their advisors to meet all admissions requirements.

Admission

Due to the high academic achievement that is required for admission to professional schools, there is an admission process for entry into the Pre-occupational Therapy program. Upon completion of the sophomore year, students interested in the Pre-occupational Therapy program must have a minimum GPA of 3.0 and interview with the Pre-occupational Therapy advisor. (This individual is usually the student's academic major advisor.) It is essential that the GPA be maintained. Should a student's GPA fall below the 3.0 requirement, the student will be put on probation from the program and be given one semester to increase his or her GPA back into the acceptable range. If the GPA is not increased to a 3.0 or above, the Pre-OT designation will be dropped from the degree audit. If the student is graduating in that semester, the Pre-OT designation will be dropped from the degree audit and the diploma.

Reinstatement Back into the Program

If at a later date both of the GPAs are raised to the required level, the student can request reinstatement to the program by submitting a written request to the Pre-OT Committee.

Transfer Students

Transfer students wishing to enter the Pre-OT program will need to demonstrate that they meet the GPA requirements in core courses and overall completed courses based on applicable classes at previous accredited institutions. All subsequent decisions as to retention in the Pre-OT program will be based on IWU courses only.

Requirements (42 credits)

Pre-occupational Therapy Core

BIO-125	Principles of Biology	4
BIO-111	Anatomy and Physiology I	4
	and	
BIO-111L	Anatomy and Physiology I Lab	0
	or	
BIO-311	Mammalian Anatomy	4
BIO-112	Anatomy and Physiology II	4
	and	
BIO-112L	Anatomy and Physiology II Lab	0
	or	
BIO-312	General Physiology	4
PHE-190	Medical Terminology	3
MAT-204	Applied Statistics I	3
	or	
MAT-305	Statistics for Social Sciences	3
PSY-150	General Psychology	3
PSY-152	General Psychology II	3
SOC-150	Principles of Sociology	3
	or	

SOC-225	Cultural Anthropology	3
PSY-250	Developmental Psychology	3
PSY-366	Psychology of Abnormal Behavior	3

BIO-311 Mammalian Anatomy and BIO-312 General Physiology are two biology courses that would also meet most professional occupational therapy schools' prerequisites for admittance and can replace BIO-111 and BIO-112 as adequate substitutes for the program requirements.

Recommended Electives

PHY-211	General Physics I	4
PHY-211L	General Physics Lab	0
PHE-286	Kinesiology	4
CHE-120	Introduction to Organic and Biological Chemistry	4
PHE-370	Biomechanics	3
PHE-370L	Biomechanics Lab	1

Coaching Education Minor

Requirements (24 credits)

Required Courses (20 credits)

PHE-165	Principles/Problems of Coaching	3
PHE-225	Psychology of Sport and Exercise	3
PHE-235	Professional Experience I	1
PHE-236	Professional Experience II	1
PHE-229	Cardiopulmonary Resuscitation	1
PHE-230	First Aid Basics	2
PHE-264	Principles of Strength and Conditioning	3
PHE-255	Scientific Aspects of Phys Education and Coaching	3
PHE-350	Ethics and Character Development in Sport	3

Choose two courses from the following (4 credits):

(Two others optional)

PHE-261	Coaching of Baseball and Softball	2
PHE-263	Coaching of Football and Basketball	2
PHE-274	Coaching of Cross Country/ Track and Field	2
PHE-276	Coaching of Soccer and Volleyball	2

General Physical Activity Courses

Courses PHE-101 – PHE-139 fulfill general education requirements. Course PHE-101, Concepts of Health and Wellness, is required. One other course must be selected to fulfill the requirement. Individuals with severely limited physical capabilities or working adult students may arrange with the physical education coordinator to take the Adult Fitness course. While only two courses are required, students may take up to a total of eight one-hour activity classes that can count toward their graduation hours.

PHE-101	Concepts of Health and Wellness	1

A study of the values, components, development, and maintenance of fitness. Required of all students.

PHE-102	Adult Fitness	1

A physical education course for those with limited physical capabilities or working adult students. By permission of instructor.

Other physical education activity electives

PHE-103	Aerobic Exercise	1
PHE-105	Badminton	1
PHE-106	Basketball	1
PHE-110	Cycling	1
PHE-113	Walk, Jog, Run	1
PHE-114	Golf	1
PHE-115	Aqua Exercise	1
PHE-116	Horsemanship	1
PHE-117	Varsity Athletics	1
PHE-120	Backpacking	1
PHE-121	Racquetball	1
PHE-122	Active Recreation Games	1
PHE-124	Soccer	1
PHE-126	Swimming Skills	1
PHE-128	Lifeguarding	2
PHE-130	Tennis	1
PHE-131	Cross-Country Skiing	1
PHE-132	Volleyball	1
PHE-134	Weight Training	1
PHE-135	Introduction to Climbing	1

PHE-114, PHE-116, PHE-120, and PHE-131: fee required

PHE-117: may be repeated once in a second sport

ROTC - U.S. Army Reserve Officers' Training Corps Program

Purpose

ROTC is offered on the IWU campus for those who sense a calling to serve our country in the military. The Department of Military Science offers qualified undergraduate and graduate students an opportunity to obtain a commission as a second lieutenant in the United States Army and to serve with the Active Army, Army National Guard or Army Reserves. Additionally, Military Science offers immersive learning experiences focused on preparing future leaders for the United States Army and managers for the corporate environment. Subjects offered in this program include the study of current military leadership, doctrine, rappelling, marksmanship, counseling, problem solving, managing resources, military history, and public speaking. All IWU students interested in studying military leadership may enroll in 100-level and 200-level classes without any obligation to enroll in the ROTC program.

Requirements (22 credits)

Required Courses

MSC-101	Introduction to Military Science	1
MSC-102	Introduction to Leadership	1
MSC-201	Leadership/Military Tactics	2
MSC-202	Leadership/Team Development	2
MSC-301	Military Leadership and Operations 1	3
MSC-302	Military Leadership and Operations 2	3
MSC-401	Leadership Challenges and Goal Setting	3
MSC-402	Transition to Lieutenant	3
MSC-499	Independent Study in Military Science	1 to 3

The 100-level meet once a week for one hour. The 200-level meets twice a week for two hours. The 300-level and 400-level classes meet twice a week for three hours each session. Two days are dedicated to classroom lecture and a combined lab meets 10 times each semester. The lab and field training exercises involve all contracted cadets and apply classroom lectures into hands-on leadership training scenarios.

Military Leadership Minor

The Military Leadership minor will enhance the principles of the U.S. Army's ROTC program by enabling students to expand their capabilities by providing them with the most effective tools for critical thinking, ethical and logical reasoning, an enhanced understanding of cross-cultural diversity, better communication skills, effective self-assessment and reflection techniques. Additionally, it will integrate specific theory and methodologies to help students understand leadership from a servant-leader paradigm that will give them a better perspective of the causes of world and national events and their implications on the military and society in general. This minor is open only to ROTC students.

Requirements (24 credits)

Required Courses (21 credits)

LDR-200	Foundations of Leadership	3
PHL-282	Ethics	3
SOC-225	Cultural Anthropology	3
MSC-301	Military Leadership and Operations 1	3
MSC-302	Military Leadership and Operations 2	3
MSC-401	Leadership Challenges and Goal Setting	3
MSC-402	Transition to Lieutenant	3

Choose one of the following: (3 credits)

HST-190	The West and the World after 1648	3
HST-301	American Foreign Relations	3
HST-400	American Constitutional History	3
HST-442	World War II	3

Natural Sciences Division

The Natural Sciences Division offers the following majors and minors.

Biology Programs

- Biology - B.S. (p. 196)
- Biology Minor (p. 199)
- Biology - A.S. (p. 199)
- Biology Education (p. 199)
- Medical Technology - B.S. (p. 200)

Chemistry Programs

- Biochemistry - B.S. (p. 201)
- Chemistry - B.S. (p. 202)
- Chemistry Minor (p. 203)
- Chemistry - A.S. (p. 203)
- Chemistry - A.B. (p. 203)
- Chemistry Education (p. 204)

Physics Programs

- Physics Minor (p. 204)

Pre-engineering Program

See the Mathematics section of the catalog for specific information regarding the Pre-engineering program (p. 214).

Pre-medical Science Programs

- Pre-dentistry (p. 205)
- Pre-medicine (p. 205)

Pre-optometry (p. 205)
 Pre-pharmacy (p. 205)
 Pre-physician Assistant (p. 205)
 Pre-veterinary (p. 205)

Pre-occupational Therapy
 See the Health and Human Performance section for Pre-occupational Therapy requirements.

Pre-physical Therapy (p. 190)
 See the Health and Human Performance section for Pre-physical Therapy requirements.

Biology Programs

The curricula of the Biology Department support the efforts of a wide range of career opportunities. In addition to providing general background for minors in Biology and developing scientific competence in its own majors, the Biology Department provides curricula for the pre-med program and support courses for other divisional majors with science requirements. We seek to prepare students who major in Biology for (1) graduate studies in biology; (2) entrance into related professional schools of medicine, dentistry, optometry, pharmacy, physical therapy, etc.; and (3) entry-level positions in related fields as laboratory assistants or technicians. The complete biology curricular outline is available upon request.

Related Curricula

The pre-medical program curricula and the nursing curricula may be found in the Natural Sciences and School of Nursing sections, respectively. In addition to the curriculum for majors, pre-meds, and pre-nursing students, the Biology Department provides science curriculum to prepare students in other majors like science education, careers in business, or other careers that may demand a knowledge of scientific information. The Biology Department also offers a four-year medical technology program in cooperation with affiliated hospitals.

Science Education majors will complete certain courses within the Biology major as one of the possible content areas leading toward teacher certification. Professionalization of this certification occurs in the Division of Education curricula with the choice of either the single field Biology major or the dual field Biology/Chemistry major. Other campus divisions of study will advise students into service courses that meet their needs for science training related to other career paths.

Biology - B.S.

Mission

The Biology Department at Indiana Wesleyan University is committed to the belief that all truth is God's truth. To that end, we endeavor to instill students with biological knowledge, technical skill, and a Judeo-Christian disposition, empowering them to positively impact the world around them.

General Education Objectives

The Biology Department offers classes that fulfill the laboratory science general education objectives for the College of Arts and Sciences. Upon completion of any general education lab, science students should be able to:

1. Articulate the steps used in the scientific method.
2. Gather, analyze, and draw conclusions based on observations.
3. Hypothesize and design an experiment to test the hypothesis.
4. Understand the strengths and weaknesses of scientific inquiry.
5. Evaluate sources of information for scientific validity.
6. Attain amateur expertise and hands-on experience in a sub-discipline of science.
7. Articulate what is meant by a scientific world-view.
8. Appreciate the natural world as God's creation.
9. Value the concept of stewardship of the creation.
10. Integrate a Christian world-view in the context of scientific discovery.

The following biology courses meet or exceed these objectives:

BIO-100, BIO-102, BIO-105, BIO-106, BIO-107, BIO-108, BIO-109, BIO-111, BIO-112, BIO-113, BIO-125

It is incumbent upon the student to meet any prerequisites that may be necessary to enroll in the classes listed above.

Biology Major Outcomes:

The Biology major at Indiana Wesleyan University is designed to provide the student with a broad understanding of some of the most important topics in biology. Specialized knowledge about more advanced topics is also available by taking upper division courses in the student's area of interest.

Our goal is to assist the student in achieving competence (defined by assessment in each objective of the following three domains: Cognitive, Psychomotor, and Affective). Upon completion of the curriculum in the Biology major, the student should be able to:

Knowledge: (Cognitive Domain)

1. Define and defend the characteristics of life, in general, and human life in particular.
2. Describe the cell as the structural and functional building block of life, list the structures that make up the cell, and explain their function in precise terms.
3. Demonstrate, using examples, the many ways by which cells communicate with one another and live in communities whether they are biofilms, tissues, or organ systems.
4. Identify and describe the general anatomy of the major organ systems common to animals; explain the physiology of these systems, and show how form and function are related.
5. Identify and articulate the similarities and differences that exist in the various groups of animals.
6. Identify and articulate the similarities and differences that exist in the various groups of plants.
7. Identify and articulate the relationships between plants, animals, and their environment.
8. Use bioinformatics as a tool to access the information needed to describe and predict biological phenomenon.
9. Describe and evaluate the evidence regarding the relatedness and common origin of life in the context of a broadly Christian world-view.
10. Identify the patterns of genetic inheritance and explain the mechanisms of genetic regulation and dysregulation.

Skills: (Psychomotor Domain)

1. Mount, illuminate, and focus slides on a microscope, then use the microscope to identify cellular structures, tissues, and various classes of microbes.
2. Make proper use of the instruments of dissection (scalpel, forceps, scissors, etc.) to correctly identify plant and animal structures.
3. Demonstrate proper technique for the collection of samples.
4. Identify, appropriately use, and cite scientifically credible sources in the literature.
5. Utilize the scientific method to create experiments with appropriate controls and variables.
6. Analyze data for validity and reliability using appropriate statistical tools.
7. Organize and present data in a logical and professional manner.

Dispositions: (Affective Domain)

1. Be committed to the pursuit of truth in science while reconciling apparent conflicts between science and faith.
2. Use data gleaned from the scientific method to critically analyze a problem, hypothesize a solution, and test the veracity of the hypothesis.
3. Develop a love of learning that crosses many academic disciplines and continues throughout the life span.
4. Recognize and appreciate the beauty and wonder of the creation.

5. Value and adhere to a lifestyle consistent with the conscientious stewardship of creation.
6. Recognize and appreciate the complexity of creation, realizing that explaining things in scientific terms does not negate the miracle of it all.

Requirements for the Biology major (B.S.)

A major in Biology requires 52 hours of coursework (42 hours in biology and 10 hours in chemistry). Only courses numbered 125 and above may be applied toward the major or a minor in biology. All prerequisite courses require a grade of "C" or better. Students are not allowed to register for classes with numbers > 300 if their GPA is below 2.5.

To begin taking classes toward the Biology major, students must be eligible to take ENG-120 and have achieved the following:

Math SAT I > 480 (or MAT-120)

ACT > 21 (or MAT-120)

Standards Required to Enter the Gateway Courses:

BIO-125 and CHE-125 are the first courses taken in the major. The standards required to take each of these courses are as follows:

BIO-125 - Completion of BIO-100 with a grade of "C" or better **OR** permission of instructor.

CHE-125 - Completion of CHE-110 with a grade of "C" or better **OR** one year of high school chemistry and one of the following acceptable scores: Math SAT (480 or above) or ACT (21 or above).

Requirements (52-57 credits)

Biology Core (30 credits)

BIO-125	Principles of Biology	4
BIO-201	Animal Biology	4
BIO-202	Plant Biology	4
BIO-301	Ecology	3
BIO-311	Mammalian Anatomy	4
BIO-312	General Physiology	4
BIO-351	Cellular Biology	3
BIO-412	Genetics	3
BIO-490	Biology Senior Seminar	1

BIO-125: Gateway Course

Chemistry Core (10 credits)

CHE-125	General Chemistry I	5
CHE-126	General Chemistry II	5

CHE-125: Gateway Course

Biology Electives (Choose five totaling 12-17 credits)

BIO-204	Ornithology	3
BIO-213	Microbiology	4
BIO-220	Field Biology and Natural History	3
BIO-302	Entomology	3
BIO-303	Marine Ecology	3
BIO-317	Advanced Crops and Society	4
BIO-325	Sustainable Tropical Agriculture	4
BIO-330	Histology	3
BIO-396	Advanced Topics in Biology	1 to 3
BIO-411	Vertebrate Development	4
BIO-432	Molecular Biology	4
BIO-440	Immunology	3
BIO-495	Research in Biology	1 to 3
CHE-430	Biological Chemistry I	3
CHE-432	Biological Chemistry II	4

Au Sable or CC courses above 200

BIO-495: only 2 credits maximum apply toward major or minor

Highly Recommended for those planning to apply to medical or graduate schools in sciences

CHE-235	Organic Chemistry I and	4
CHE-236	Organic Chemistry II	4
PHY-211	General Physics I and	4
PHY-212	General Physics II or	4
PHY-221	University Physics I and	4
PHY-222	University Physics II	5
MAT-253	Calculus I	4
MAT-204	Applied Statistics I	3

Biology Minor

Requirements (24 credits)

Required Courses

BIO-125	Principles of Biology	4
BIO-201	Animal Biology	4
	Additional BIO electives at or above the 200 level	15
BIO-490	Biology Senior Seminar	1

Biology Courses at Au Sable Institute

Indiana Wesleyan University is a participating university affiliated with Au Sable Institute for Environmental Studies near Mancelona, Michigan. The institute is located in the north woods country of Michigan's Lower Peninsula. Its property fronts on a 215-acre oligotrophic lake and is surrounded on three sides by thousands of acres of state forests. The human and natural resources available to students through the Institute's programs in teaching and research are extensive and outstanding. Students interested in an outdoor/environmental emphasis in their major should ask their advisor about planning for this opportunity.

Indiana Wesleyan University students enrolling in these courses are eligible for fellowships and grants-in-aid when recommended by the Indiana Wesleyan/Au Sable Institute faculty representative.

Students registering at IWU for courses offered at Au Sable will use the current corresponding Au Sable course numbers. Complete, up-to-date course listings are available online. For more information: <http://www.ausable.org>.

Biology - A.S.

Associate of Science

The Associate of Science degree requirements are the same as the Biology minor (p. 199).

Biochemistry Major

The Indiana Wesleyan University Chemistry Department offers a Bachelor of Science degree in Biochemistry (p. 201).

Biology Education Major

See the education section of the catalog for specific requirements for the Biology Education (p. 173) major.

Medical Technology - B.S.

Purpose

The Indiana Wesleyan University Biology Department offers a four-year Bachelor of Science Medical Technology (MTE) program. The student is prepared to perform medical laboratory tests that reveal the presence or absence of abnormalities of the blood and other body fluids.

Program graduates are eligible to take the appropriate national registry examination and are qualified for employment in hospital laboratories, government medical laboratories, medical research laboratories, clinics, and health care centers.

General Education Competencies

Students in this major meet the general education competencies by taking the approved standard courses.

Standards Required to Enter the Gateway Courses:

BIO-125 and CHE-125 are the first courses taken in the major. The standards required to take each of these courses are as follows:

BIO-125 - Completion of BIO-100 with a grade of "C" or better **OR** permission of instructor.

CHE-125 - Completion of CHE-110 with a grade of "C" or better **OR** one year of high school chemistry and one of the following acceptable scores: Math SAT (480 or above) or ACT (21 or above).

Requirements

A Bachelor of Science degree with a major in Medical Technology (MTE) requires a minimum of three years of university study and a full year of clinical experience in an approved hospital. Indiana Wesleyan University will accept 12 months of clinical experience successfully completed in a hospital-based medical technology program or clinical laboratory science program that is accredited by NAACLS (National Association of Accreditation for Clinical Laboratory Sciences). This 12-month clinical experience is taken instead of the senior year at Indiana Wesleyan University and is considered equivalent to 32 semester hours of work in the major area of concentration. (It is the student's responsibility to gain admission to this hospital-based program. Said hospital may have health and program requirements that must be met at the student's own cost and expense.) When all specific requirements for the degree are met, including the 12 months of hospital experience, candidates will be awarded the Bachelor of Science degree and will be eligible to take the national registry examination of the ASCP (American Society of Clinical Pathologists) and/or the NCA (National Certification Agency).

Requirements (39-40 credits)

Required Courses

BIO-125	Principles of Biology	4
BIO-213	Microbiology	4
BIO-311	Mammalian Anatomy	4
BIO-312	General Physiology	4
BIO-440	Immunology	3
CHE-125	General Chemistry I	5
CHE-126	General Chemistry II	5
CHE-235	Organic Chemistry I	4
CHE-236	Organic Chemistry II	4
	or	
CHE-430	Biological Chemistry I	3
MAT-112	General Statistics	3

BIO-125 and CHE-125: Gateway Course

Additional recommended courses are as follows:

BIO-351	Cellular Biology	3
BIO-412	Genetics	3

Affiliated Hospitals-Medical Technology Program:

IU Health Methodist Hospital CLS Program

Parkview Health, Inc., Fort Wayne, Indiana

Saint Margaret Mercy Healthcare Centers, Hammond, Indiana

Chemistry Programs

Purpose

The Chemistry major is designed to provide the student with a general background in chemistry and to develop skills so that one is prepared for (1) graduate studies in chemistry; (2) entrance into professional schools such as medicine, dentistry, optometry, pharmacy, or veterinary medicine; (3) entry-level positions in chemical research laboratories or environmental control laboratories; and (4) chemistry teaching positions.

General Education Competencies

The general education speech and intercultural requirements can be met by enrolling in COM-110, Speech Communication, and any intercultural activity approved by the general education committee. For chemistry majors/minors, a grade of "C" is required in all chemistry and required cognate courses. Non-majors must obtain a grade of "C" in all prerequisite coursework. Only courses numbered 125 or higher will be counted toward the major or minor.

Biochemistry - B.S.

Purpose

Biochemistry is an exciting, cutting-edge field which directly works with the biomolecules needed for life's processes. The Biochemistry major is designed to integrate the Christian perspective into a rigorous background and training in biochemistry and to develop skills so that the student is well prepared for a wide variety of options in chemistry and the life sciences. The primary options include (1) entrance into graduate school to obtain a master's or Ph.D. degree in biology, biochemistry, chemistry, molecular biology, pharmacology, or the biomedical sciences — an option that prepares the student for a research and/or teaching career; (2) entrance into professional schools such as medicine, dentistry, optometry, pharmacy, or veterinary medicine; (3) entry-level positions in biochemical and related discipline research laboratories in academia or the pharmaceutical industry; and (4) entrance into a combined degree program such as an M.D.-Ph.D. program — an option that prepares the student for a clinical research and/or teaching career.

For students wishing to complete the Biochemistry major as part of a Pre-med program curriculum, it is advised that they have extremely strong aptitudes in math and chemistry. Students choosing this path must successfully complete the rigorous Biochemistry core plus complete key electives from the Biology major offerings in order to prepare for the professional school admission tests. These key electives typically include BIO-311, BIO-312, BIO-412, BIO-213, and BIO-440. As a result, completing the Biochemistry major with a competitive GPA for professional school admission requires exceptional abilities. Medical and other health care professions schools **do not** look upon a Biochemistry degree with more favor than a Biology or Chemistry degree. Instead, nationally standardized admissions test scores (e.g., the MCAT, DAT, and GRE) and GPA are given priority in admission decisions. These factors should be considered very carefully before pursuing the Biochemistry major/Pre-med program path.

Bachelor of Science Requirements

A Bachelor of Science degree in Biochemistry requires 68 hours of coursework in the Division of Natural Sciences and the Division of Mathematics and Computer Information Systems. A grade of "C" or better is required for all courses. The following courses must be included in the major:

Standards Required to Enter the Gateway Courses:

BIO-125 and CHE-125 are the first courses taken in the major. The standards required to take each of these courses are as follows:

BIO-125 - Completion of BIO-100 with a grade of "C" or better **OR** permission of instructor.

CHE-125 - Completion of CHE-110 with a grade of "C" or better **OR** one year of high school chemistry and one of the following acceptable scores: Math SAT (480 or above) or ACT (21 or above).

Requirements (68 credits)

Required Courses (47 credits)

CHE-125	General Chemistry I	5
CHE-126	General Chemistry II	5
CHE-235	Organic Chemistry I	4
CHE-236	Organic Chemistry II	4
CHE-330	Inorganic Chemistry	3
CHE-350	Analytical Chemistry	4
CHE-430	Biological Chemistry I	3
CHE-432	Biological Chemistry II	4
CHE-440	Physical Chemistry I	3
CHE-490	Chemistry Senior Seminar	1
BIO-495	Research in Biology	1 to 3
	or	
CHE-495	Research in Chemistry	1 to 3
MAT-112	General Statistics	3
	or	
MAT-204	Applied Statistics I	3
BIO-351	Cellular Biology	3
BIO-432	Molecular Biology	4

CHE-125: Gateway Course

CHE-495: only two credits maximum apply toward major or minor

Prerequisite Courses (21 credits)

MAT-253	Calculus I	4
MAT-254	Calculus II	4
PHY-221	University Physics I	4
PHY-222	University Physics II	5
BIO-125	Principles of Biology	4

BIO-125: Gateway Course

Chemistry - B.S.

The Bachelor of Science B.S. degree in Chemistry is designed for majors who plan to pursue graduate level work in chemistry, biochemistry, medicine, or related interdisciplinary areas. This degree requires 52 hours of coursework, which is met by taking a minimum of 35 hours in chemistry and 17 hours of cognate (prerequisite) courses listed below. The following courses in chemistry must be included in the major:

Standards Required to Enter the Gateway Courses:

CHE-125 is the first course taken in the major. The standards required to take this course are completion of CHE-110 with a grade of "C" or better **OR** one year of high school chemistry and one of the following acceptable scores: Math SAT (480 or above) or ACT (21 or above).

Requirements (52 credits)

Chemistry (35 credits)

CHE-125	General Chemistry I	5
CHE-126	General Chemistry II	5
CHE-235	Organic Chemistry I	4
CHE-236	Organic Chemistry II	4
CHE-330	Inorganic Chemistry	3
CHE-350	Analytical Chemistry	4
CHE-440	Physical Chemistry I	3
CHE-450	Physical Chemistry II	3
CHE-461	Physical Chemistry Lab	1

CHE-490	Chemistry Senior Seminar	1
CHE-495	Research in Chemistry	1 to 3

CHE-125: Gateway Course

CHE-495: only two credits maximum apply toward major (B.S.; A.B.) or minor

Cognate (17 credits)

MAT-253	Calculus I	4
MAT-254	Calculus II	4
PHY-221	University Physics I	4
PHY-222	University Physics II	5

Students seeking a Bachelor of Science degree are strongly advised to add additional cognate coursework from the following:

MAT-255	Calculus III	4
MAT-353	Differential Equations	3
BIO-125	Principles of Biology	4

Chemistry Minor

The Associate of Science degree or the Chemistry minor requires a minimum of 24 hours of coursework in chemistry.

Standards Required to Enter the Gateway Courses:

CHE-125 is the first course taken in the major. The standards required to take this course are completion of CHE-110 with a grade of "C" or better OR one year of high school chemistry and one of the following acceptable scores: Math SAT (480 or above) or ACT (21 or above).

Requirements (24 credits)

Required Courses

CHE-125	General Chemistry I	5
CHE-126	General Chemistry II	5
CHE-235	Organic Chemistry I	4
CHE-236	Organic Chemistry II	4
CHE-350	Analytical Chemistry	4
CHE-490	Chemistry Senior Seminar	1
CHE	Electives at or above the 200 level	1-4

CHE-125: Gateway Course

Chemistry - A.S.

The Associate of Science degree requirements are the same as the Chemistry minor (p. 203).

Chemistry - A.B.

The Bachelor of Arts A.B. degree is designed for those science majors who plan to pursue science-related careers in medicine or an entry-level position in industry. This degree requires 45 hours of coursework, which is met by taking 26 hours in chemistry and 19 hours in required cognate courses.

Standards Required to Enter the Gateway Courses:

CHE-125 is the first course taken in the major. The standards required to take this course are completion of CHE-110 with a grade of "C" or better OR one year of high school chemistry and one of the following acceptable scores: Math SAT (480 or above) or ACT (21 or above).

Requirements (45 credits)

Chemistry (26 credits)

CHE-125	General Chemistry I	5

CHE-126	General Chemistry II	5
CHE-235	Organic Chemistry I	4
CHE-236	Organic Chemistry II	4
CHE-350	Analytical Chemistry	4
CHE-440	Physical Chemistry I	3

or

	an elective approved by department	3
CHE-490	Chemistry Senior Seminar	1

CHE-125: Gateway Course

Cognate (19 credits)

MAT-253	Calculus I	4
PHY-221	University Physics I	4
PHY-222	University Physics II	5
	Any foreign language	6

Students seeking a Bachelor of Arts degree are also strongly advised to add additional cognate coursework from the following:

MAT-254	Calculus II	4
BIO-125	Principles of Biology	4

[Note: for the A.B. major CHE-450, CHE-461, CHE-495, and MAT-254 are not required. They are replaced by 6 hours of a foreign language, which will meet the intercultural requirement if taken at IWU.]

Chemistry Education Major

See the education section of the catalog for specific requirements for a Chemistry Education (p. 173) major.

Physics Programs

Physics Minor

Physics deals with the basic nature and reality of the physical universe. An understanding of the basic operating principles of the universe gives us an appreciation of both the complexity and beauty of the creation. The study of physics helps philosophers shape their worldview, while it helps others prepare for professions in natural sciences, mathematics, computer science, engineering, medicine, and education. A Physics minor provides an in-depth study of several major areas of physics, enabling students in different disciplines to understand and apply underlying principles. The problem-solving skills developed through the study of physics are as important as the conceptual understanding of the nature of physical quality.

A minor in Physics requires satisfactory completion ("C" or better) of at least 24 credit hours taken from the courses listed below.

Requirements (24 credits)

Required Courses (22 credits)

PHY-221	University Physics I	4
PHY-222	University Physics II	5
PHY-311	Analytical Mechanics	3
PHY-321	Thermodynamics/Statistical Mechanics	3
PHY-331	Electromagnetism I	3
PHY-385	Advanced Physics Laboratory/Measurements	4

Electives (3 credits)

Choose one of the following:

CHE-440	Physical Chemistry I	3
CHE-450	Physical Chemistry II	3

PHY-230	Electronics	4
PHY-341	Waves and Optics	3
PHY-351	Quantum Mechanics I	3
PHY-361	Introduction to Health and Medical Physics	3
PHY-495	Research in Physics	1 to 2

Pre-engineering Program

Pre-engineering Program

See the mathematics section of the catalog for specific information regarding the Pre-engineering program (p. 214).

Pre-medical Science Programs

- Pre-dentistry
- Pre-medicine
- Pre-optometry
- Pre-pharmacy
- Pre-physician Assistant
- Pre-veterinary

A program in pre-medical science consists of a combination of the pre-medical science core courses AND the courses required for any other official university major. The pre-medical science program leads to a Bachelor of Science degree and is designed to prepare the student for application to one of the medically related professional schools. Some professional schools may require additional coursework of which the student should be informed before registration.

Admission to the Program

Because high academic achievement is required for admission to professional schools, the Division of Natural Sciences has developed an admissions process for entry into the pre-medical science program. Upon completion of the freshman year, students interested in pre-medical sciences must achieve both a minimum Pre-Med Core course GPA of 3.2 and a cumulative GPA of 3.2, complete a prescribed essay, and interview with the Pre-med Committee. The essay and interview are administered as part of the PMD-110 course (completed by the student in the spring of his or her first year). It is essential that the GPA be maintained; students whose Pre-Med Core course or cumulative GPA drops below 3.2 will be given one semester of grace to raise the GPA deficiency. If the Pre-Med Core course as well as the cumulative GPAs are not successfully raised, the Pre-Med designation will be dropped from the degree audit. If the student is graduating that semester, the Pre-Med designation will be dropped from the degree audit and the diploma.

Reinstatement Back to the Program

If at a later date both of the GPAs are raised to the required level, the student can request reinstatement to the program by submitting a written request to the Pre-Med Committee.

Transfer Students

Transfer students wishing to enter the Pre-Med Program will need to demonstrate that they meet the GPA requirements in core courses and overall completed courses based on applicable classes at previous accredited institutions. All subsequent decisions as to retention in the Pre-Med Program will be based on IWU courses only. These students are expected to enroll in PMD-110 at their earliest opportunity.

General Education Requirements

Students in this major meet the general education competencies by taking the approved standard courses.

Pre-med Core

Requirements Pre-med Core (37 credits)

Required Courses

BIO-125	Principles of Biology	4
BIO	Elective above 200 level	4
CHE-125	General Chemistry I	5
CHE-126	General Chemistry II	5
CHE-235	Organic Chemistry I	4
CHE-236	Organic Chemistry II	4
PHY-211	General Physics I	4
PHY-212	General Physics II	4
BIO-490	Biology Senior Seminar	1
	or	
CHE-490	Chemistry Senior Seminar	1
PMD-110	Preparing the Christian Health Professional	1
PMD-310	Perspectives in Scientific Reasoning	1

Check with the advisor on program-specific course requirements.

Pre-occupational Therapy

See the Health and Human Performance section for Pre-occupational Therapy (p. 192) requirements.

Pre-physical Therapy

See the Health and Human Performance section for Pre-physical Therapy (p. 190) requirements.

Mathematics and Computer Information Sciences Division

The Mathematics and Computer Information Sciences Division offers the following majors and minors.

Computer and Information Sciences Programs

- Computer Information Systems - B.S. (p. 207)
- Computer Information Systems - A.S. (p. 209)
- Computer Information Systems Minor (p. 208)
- Computer Science - B.S. (p. 209)
- Computer Science - A.S. (p. 210)
- Computer Science Minor (p. 210)

Mathematics Programs

- Mathematics - B.S. (p. 212)
- Mathematics Minor (p. 213)
- Actuarial Science Minor
- Statistics Minor (p. 214)
- Mathematics Interdisciplinary - B.S. (p. 211)
- Mathematics Education (p. 210)

Pre-engineering Program (p. 214)

Computer and Information Sciences Programs

- Computer Information Systems – A.S., B.S.
- Computer Science – A.S., B.S.

It is an exciting time to pursue the study of computers! It is difficult today to conceive of fields of human endeavor that have not been profoundly impacted by the growing use of computers throughout society. The computer's ability to store and process information has brought about amazing change in our daily lives and this will certainly continue in the coming years. The discipline of computing sciences itself has come of age. Beginning five decades ago as a specialization within mathematics or

electrical engineering, computing has grown in scope and depth, having matured as a fully independent discipline in academics, with multiple fields of study and countless areas of emphases. Today, most projections reveal a future need for more computer oriented professionals than today's colleges and universities are supplying on a nationwide basis.

Here at IWU several programs of study in the computing sciences are offered to meet the career interests and God-given natural inclinations of different students. These are offered as two majors, Computer Science (CSC) and Computer Information Systems (CIS). Information systems are more on the applied side of the discipline, and a professional career in this field evokes an image of one whose work entails working with and around computers, but not necessarily centered in the business of computing. Computer science, by contrast, is more theoretical and lends itself to preparing for a career working directly in the computer industry. All computer majors consist of a common computing core, major specific requirements, an elective requirement within the topic of computing, and a senior year sequence. All of these majors prepare students to be problem solvers, helping to create and maintain software systems for the betterment of society.

Since Computer Information Systems (CIS) majors purpose to work in an industry or area of commerce that is not computer specific, CIS majors take a sequence of courses in an area of specialization. Students may elect to complete one of the approved course sequences in the disciplines of Business, Communications, Computer Graphics, or Internet Development, or to develop a personalized emphasis track in another discipline. Computer Science (CSC) majors complete a more demanding supporting course sequence in math and physics, and pursue computing theory to a greater depth. Several emphasis tracks are offered in the science, such as Languages, Computation, Networking and Systems, or Software Engineering. A cross-disciplinary track is also possible for Computer Science students with a second major in selected disciplines.

Upper division courses specific to each major are available as electives to students majoring in other computing fields, along with other courses offered purely on an elective basis. All the majors develop an understanding of systematic problem-solving techniques and the systems approach to the design of solutions. Intentional focus is placed upon education, the training of the mind, rather than mere repetition of previously applied techniques. To that end, all computing majors are exposed to a variety of high level computer programming languages, such as C++, Java, Python or Ada. All required courses require a grade of "C" or better, and all prerequisite courses must be passed with a grade of "C" or better to qualify for following courses. No student may take two majors or a major and a minor within the Computer and Information Sciences Department.

The senior year experience course sequence gives students firsthand experience in creating an entire system from start to finish, and also points the way forward for further scientific inquiry and self-guided learning. IWU computing alumni have consistently rated this experience as extremely beneficial in finalizing their preparation for a professional career.

Programming for class assignments is done on a variety computer equipment as well as through software freely available for installation on personally-owned machines. All of the computer classrooms and laboratories are served by both the wired campus computer network, and wireless network service. Additionally, each dormitory room has full connectivity to the campus network.

Recognizing that so much learning takes place outside of the classroom, faculty strive to develop personal relationships with the students and create scenarios that foster student interactions among themselves. These include social events, a student chapter of the professional society Association of Computing Machinery, and other opportunities to dialog with students in other majors across campus, as well as computing majors at other institutions. Across the curricula, students are encouraged towards professionalism, a view of their future not so much as one of employment, but as a career in computing, serving Jesus Christ by changing their world through technology.

General Education Competencies

Students in this major meet the general education competencies by taking the approved standard courses.

Computer Information Systems - B.S.

Requirements for CIS

The CIS major is designed as an applied major. Each student majoring in CIS takes 37 hours within the department: a core of common courses, plus approved elective courses. Additionally, each student selects and completes a companion track in a complementary discipline. At present, designated tracks include business, communications, computer graphics, and Internet development. Additionally, a student may elect an independent track in another appropriate discipline and work with an academic advisor from that department to design a set of supporting courses in support of a CIS major.

Requirements (49-52 credits)

Required Courses (28 credits)

CIS-117	Essential Foundations for Computing	3
CIS-125	Introduction to Computer Sciences I	3
CIS-126	Introduction to Computer Sciences II	3
CIS-221	Data Structures	3
CIS-222	Object Oriented Programming	3
CIS-225	Systems Analysis	3
CIS-342	Computer Network Fundamentals	3
CIS-382	Database Programming Development	3
CIS-482	Senior Project I	2
CIS-492	Senior Project II	2

Electives (9 credits)

CIS courses one class 200 and above
 CIS courses other classes 300 and above

Choose one of the following tracks (12-15 credits)

Business Track Required Courses

ACC-201	Accounting Principles I	3
BUS-100	Foundations of Business	3
MKG-210	Marketing Principles	3
MNG-210	Management Principles	3

Communications Track Required Courses

COM-115	Introduction to Human Communication	3
COM-329	Media and Society	3
COM-340	Communication Theory	3
COM	course 200 or above	3

Computer Graphics Track Required Courses

ART-224	Design I: Two-Dimensional Design	3
ART-273	Introduction to Computer Graphics	3
ART-260	Web Design I	3
ART-460	Web Design II	3

CIS Internet Development Track Required Courses

CIS-122	Introduction to Web Programming	3
CIS-250	Internet Programming	3
CIS-440	Advanced Internet Concepts	3
ART-260	Web Design I	3
ART-460	Web Design II	3

Working with an advisor from another academic department, the student may design an appropriate set of courses from another discipline.

Computer Information Systems - Minor

A minor in Computer Information Systems requires 24 hours of courses in the major, including the courses listed below plus approved elective courses numbered 200 and above. A student may not take a CIS minor along with another computer major.

Requirements (24 credits)

Required Courses (15 credits)

CIS-117	Essential Foundations for Computing	3
CIS-125	Introduction to Computer Sciences I	3

CIS-126	Introduction to Computer Sciences II	3
CIS-221	Data Structures	3
	or	
CIS-222	Object Oriented Programming	3
CIS-225	Systems Analysis	3

CIS-221 and CIS-222: A student may complete either one of these courses.

Approved Electives numbered 200 or above (9 credits)

Computer Information Systems - A.S.

Two-year Associate Degree

The requirements for an associate degree in Computer Information Systems are the same as those listed for the Computer Information Systems minor (p. 208).

Computer Science - B.S.

Requirements for CSC

The CSC major is designed as an advanced major. Each student majoring in CSC takes 40-43 hours within the department: a core of common courses, plus approved elective courses. Additionally, each student completes supporting courses in mathematics and physics. The CSC major requires a greater depth of mathematics skill for the entering student.

Requirements (61-65 credits)

Required Core Courses (25 credits)

CIS-117	Essential Foundations for Computing	3
CIS-125	Introduction to Computer Sciences I	3
CIS-126	Introduction to Computer Sciences II	3
CIS-221	Data Structures	3
CIS-222	Object Oriented Programming	3
CIS-225	Systems Analysis	3
CIS-320	Introduction to Software Engineering	3
CIS-482	Senior Project I	2
CIS-492	Senior Project II	2

Electives (6 credits)

CIS courses one class 200 and above
CIS courses other class 300 and above

CSC Cognate Courses (21-22 credits)

PHY-230	Electronics	4
	or	
PHY-222	University Physics II	5
MAT-253	Calculus I	4
MAT-254	Calculus II	4
MAT-280	Linear Algebra	3
MAT-353	Differential Equations	3
PSY-150	General Psychology	3

Choose from one of the following tracks: (9-12 credits)

CSC Networking and Systems Track

CIS-342	Computer Network Fundamentals	3
CIS-344	Computer Network Security	3
CIS-346	Computer Networks Data Communication	3

CSC Computation Track

CIS-325	Analysis of Algorithms	3
CIS-385	Theory of Computation	3
CIS-425	Operating Systems	3

CSC Languages Track

CIS-361	Assembly Programming	3
CIS-362	Compiler Programming	3
CIS-363	Concurrent Programming	3

CSC Software Engineering Track

CIS-330	Software Testing: Verification And Validation	3
CIS-421	Advanced Software Engineering	3
CIS-430	Requirements Engineering and Specifications	3
CIS-435	Software Process and Quality Assurance	3

CSC Cross-disciplinary Track

Double major required

Computer Science Minor

Requirements for CSC

A minor in computer science requires 24 hours of courses in the major, including the courses listed below and approved elective courses numbered 200 and above, as well as eight hours of mathematics and physics supporting courses. A student may not take a CSC minor along with another computer major.

Core Courses for CSC (24 credits)**Required Course**

CIS-117	Essential Foundations for Computing	3
CIS-125	Introduction to Computer Sciences I	3
CIS-126	Introduction to Computer Sciences II	3
CIS-221	Data Structures	3
CIS-222	Object Oriented Programming	3
CIS-225	Systems Analysis	3
CIS-336	Programming Languages	3

CSC Mathematics and Physics Cognate Courses**Required Course**

PHY-230	Electronics	4
MAT-253	Calculus I	4

Computer Science - A.S.

Two-year Associate Degree

The requirements for an associate degree in Computer Science are the same as those listed for the Computer Science minor (p. 210).

Mathematics Programs

Mathematics Education Major

See the education section of the catalog for specific requirements for the Mathematics Education (p. 169) major.

Mathematics - Interdisciplinary - B.S.

Purpose

The math-interdisciplinary major is designed for students planning to work in a non-teaching career. This flexible major is prompted by high demand for mathematicians able to solve challenging, ill-defined, large-scale and cross-disciplinary problems.

General Education Competencies

Students in this major meet the general education competencies by taking the approved standard courses.

Requirements

A mathematics-interdisciplinary major requires 50 hours of core math courses, electives, and supporting courses. Students are required to complete a major or minor in a related area and to do a practicum/internship (an independent learning course may be substituted if the student is unable to find a practicum placement).

Requirements (50-57 credits)

Required courses (30 credits)

MAT-223	Introduction to Mathematics Via Discrete Processes	3
MAT-253	Calculus I	4
MAT-254	Calculus II	4
MAT-255	Calculus III	4
MAT-280	Linear Algebra	3
MAT-322	Mathematical Modeling I	4
MAT-342	Number Theory	3
MAT-353	Differential Equations	3
MAT-490	Math Senior Seminar	2

Choose one of the following: (3 credits)

MAT-344	Modern Abstract Algebra	3
MAT-456	Elementary Real Analysis	3

Choose one of the following: (3-6 credits)

MAT-204	Applied Statistics I and	3
MAT-304	Applied Statistics II or	3
MAT-363	Mathematical Statistics I	3

Choose one of the following: Practicum/ Internship recommended (1-3 credits)

MAT-475	Independent Learning-Mathematics	1 to 3
MAT-485	Mathematics Internship	1 to 3
MAT-495	Research in Mathematics	1 to 4
	Practicum in area of minor	1-3

Choose two additional MAT electives above MAT-315 from the following: (6-8 credits)

MAT-324	Mathematical Modeling II	4
MAT-333	Modern Geometry	4
MAT-364	Mathematical Statistics II	3
MAT-373	Numerical Analysis	3
MAT-396	Advanced Studies in Mathematics	1 to 3
MAT-444	Advanced Algebra	3
MAT-446	Advanced Calculus	3
MAT-455	Point Set Topology	3
MAT-457	Complex Variables	3

Required Supporting Courses (7 credits)

CIS-125	Introduction to Computer Sciences I	3

PHY-221 University Physics I 4

PHY-221: meets lab science requirement

Additional Requirement

Students are also required to complete either a second major (in any area) or a minor in one of the following areas:

- Accounting
- Actuarial Science
- Biology
- Business Administration
- Chemistry
- Computer Science
- Economics
- Physics
- Statistics

Mathematics - B.S.

Purpose

The major in Mathematics is intended to provide students a solid foundation for pursuing further study in mathematics or equipping students for careers in education, industry, or government. It also is flexible enough to be combined with a wide variety of other majors, thus enhancing career choices, or used as preparation for fields such as engineering, medicine, or industrial mathematics.

General Education Competencies

Students in this major meet the general education competencies by taking the approved standard courses.

Requirements

A major in Mathematics requires 53 hours of core mathematics courses, electives, and supporting courses. At least 18 hours must be in courses numbered 300 or above, and electives must be numbered 253 or higher.

Requirements (53-54 credits)

Required Courses (38 credits)

MAT-223	Introduction to Mathematics Via Discrete Processes	3
MAT-253	Calculus I	4
MAT-254	Calculus II	4
MAT-255	Calculus III	4
MAT-280	Linear Algebra	3
MAT-342	Number Theory	3
MAT-344	Modern Abstract Algebra	3
MAT-353	Differential Equations	3
MAT-363	Mathematical Statistics I	3
MAT-456	Elementary Real Analysis	3
MAT-481	History & Foundations of Mathematics	3
MAT-490	Math Senior Seminar	2

Choose one of the following: (2-3 credits)

MAT-475	Independent Learning-Mathematics	1 to 3
MAT-495	Research in Mathematics	1 to 4

Choose one of the following: (3 credits)

MAT-444	Advanced Algebra	3
MAT-455	Point Set Topology	3
MAT-457	Complex Variables	3

Choose one additional MAT elective from the following: (3-4 credits)

MAT-322	Mathematical Modeling I	4
MAT-324	Mathematical Modeling II	4
MAT-333	Modern Geometry	4
MAT-364	Mathematical Statistics II	3
MAT-373	Numerical Analysis	3
MAT-396	Advanced Studies in Mathematics	1 to 3
MAT-444	Advanced Algebra	3
MAT-446	Advanced Calculus	3
MAT-455	Point Set Topology	3
MAT-457	Complex Variables	3

Required Supporting Courses (7 credits)

CIS-125	Introduction to Computer Sciences I	3
PHY-221	University Physics I	4

PHY-221: meets lab science requirement

Mathematics Minor

Requirements

As many professionals use mathematical concepts in their work, a minor in Mathematics combined with other majors is an excellent preparation for future careers or graduate studies in such areas as statistics, computer science, economics, or business. A minor in Mathematics requires at least 24 hours in mathematics consisting of the courses listed below.

Courses (24-26 credits)**Core Courses (18 credits)**

MAT-223	Introduction to Mathematics Via Discrete Processes	3
MAT-253	Calculus I	4
MAT-254	Calculus II	4
MAT-280	Linear Algebra	3
MAT-322	Mathematical Modeling I	4

Electives (6-8 credits)

Two MAT courses numbered 253 or higher

Actuarial Science Minor

Requirements

Due to the necessary mathematics background, the minor in Actuarial Science is intended for students completing a Mathematics or Mathematics-Interdisciplinary major. Students may count only four hours of the MAT courses in the core below as electives toward their Mathematics or Mathematics-Interdisciplinary major. Students from other majors would first need to take prerequisite mathematics courses in order to complete this minor.

Courses (19-27 credits)**Core Courses (7-9 credits)**

MAT-351	Financial Mathematics I	3
MAT-363	Mathematical Statistics I	3
MAT-485	Mathematics Internship	1 to 3

Electives (12-18 credits)

Choose four electives from the following:

ECO-212	Microeconomics	3
ECO-213	Macroeconomics	3

FIN-210	Managerial Finance	3
MAT-204	Applied Statistics I	3
MAT-304	Applied Statistics II	3

Prerequisites for FIN-210 are BUS-100 and ACC-201.

Statistics Minor

A statistics minor combined with other majors is excellent preparation for careers or graduate studies in a variety of fields including actuarial science; economics and business; the life, physical, and computing sciences; medicine; and the social sciences. Nearly all these fields have an increasing amount of data being collected, and a developed ability to analyze and solve problems is valued in any discipline. The number of required classes for this minor is kept low to allow students to choose electives most helpful in their own major.

Requirements

A minor in Statistics requires at least 24 hours in statistics consisting of the courses listed below.

Courses (18-21 credits)

Core Courses (6 credits)

MAT-204	Applied Statistics I	3
MAT-304	Applied Statistics II	3

Electives (12-15 credits)

Choose four electives from the following. Only one elective may also be applied toward a major in the Mathematics department.

MAT-130	Applied Calculus	3
	or	
MAT-253	Calculus I	4
MAT-322	Mathematical Modeling I	4
MAT-324	Mathematical Modeling II	4
MAT-363	Mathematical Statistics I	3
MAT-364	Mathematical Statistics II	3
MAT-370	Statistical Research Design I	3
MAT-371	Statistical Research Design II	3

Alternatively, three electives may be chosen from the above and one from the following:

ACC-201	Accounting Principles I	3
BUS-100	Foundations of Business	3
CIS-126	Introduction to Computer Sciences II	3
ECO-212	Microeconomics	3
ECO-213	Macroeconomics	3

Pre-engineering Program

The pre-engineering program is a prescribed set of coursework completed in two years at Indiana Wesleyan University with the expectation that the student will subsequently transfer to an engineering school to finish a bachelor's degree in at most three more years.

IWU has an articulation agreement with LeTourneau University guaranteeing that students who satisfactorily complete the stated requirements at IWU will be admitted as an engineering student at LeTourneau with academic credit for their IWU courses. Located in Longview, Texas, LeTourneau is a member of the Council for Christian Colleges and Universities (CCCCU) and offers an exceptionally strong, fully accredited program that prepares graduates with a solid foundation in engineering theory and extraordinary design project experiences integrated throughout the curriculum. The Engineering Laboratories have state of the art equipment for each of the six engineering concentrations offered: biomedical, civil, computer, electrical, materials joining, and mechanical. Graduates have a 95% placement rate into engineering positions, or they can complete a master's degree in engineering, either at LeTourneau or elsewhere.

Students who complete the IWU pre-engineering program also have the option of applying for admission as a transfer student to another engineering school, or they may remain at IWU to complete a bachelor's degree in a related area such as mathematics, chemistry, or computer science. Students should consult carefully with their pre-engineering advisor to ensure they enroll in the proper courses. The pre-engineering program includes concentrated coursework in mathematics, chemistry, physics, writing, and speaking, as well as general education courses.

School of Theology and Ministry

The School of Theology and Ministry seeks to provide an environment that allows each student to discover and begin to carry out God's calling for his or her life. Here one finds a faculty second to none. All are committed Christ-followers who live under the authority of God's Word, have a high respect for the Church, and love students. Combined, they bring over two centuries of practical church and para-church experience to the classroom. Our students, who represent over 40 denominations, can choose from any of our 12 majors and 16 minors, even combining them in very useful ways. Our classes are biblically and theological solid, and very practical. We offer many courses and many perspectives. You will love IWU's state-of-the-art facilities, and your classroom experience will be enriched by the many on- and off-campus activities offered by the School of Theology and Ministry. You will even have the opportunity to spend a summer or a semester studying abroad.

School of Theology and Ministry Programs

We provide programs of preparation for a variety of ministerial and academic careers. B.S. degrees are offered with majors in Adolescent Ministries (p. 220), Children's Ministry (p. 222), Christian Education (p. 223), Christian Ministries (p. 224), Christian Worship (p. 226), International and Community Development (p. 236), Intercultural Studies (p. 232), Sports Ministries (p. 190), and Youth Ministries (p. 229). A.B. degrees are offered in Biblical Literature (p. 216), Christian Ministries (p. 225), Global Ministries (p. 231), and Philosophy and Theology (p. 219). Minors are also available in Adolescent Ministries (p. 222), Biblical History and Geography (p. 217), Biblical Languages (p. 217), Biblical Literature (p. 216), Children's Ministry (p. 223), Christian Education (p. 224), Christian Ministries (p. 226), Christian Worship (p. 228), Global Ministries (p. 232), International and Community Development (p. 237), Intercultural Studies (p. 235), Latin American and Iberian Studies (p. 146), Philosophy (p. 219), Theology (p. 220), Urban Ministries (p. 237) and Youth Ministries (p. 230). Special programs include the Bible Land tours, the Kern Ministry Education Program (p. 228) which offers both a bachelor's and a master's degree in Christian Ministries in five years, the Summer in Israel Program (p. 218) and other off-campus programs (see academic information section for a partial listing).

General Education Requirements

Students in these majors meet the general education competencies by taking the approved standard courses or meeting competencies except as otherwise noted.

Admission to Professional Majors

Admission to the Christian Education, Children's Ministry, Christian Ministries, Christian Worship, Youth Ministries, and Adolescent Ministries majors requires a formal screening process separate from the initial declaration of intent. The process includes the successful completion of three courses in the division. All applicants must complete BIL-101 and BIL-102 with a grade of "C" or above. Christian Education and Children's Ministry majors must also complete CED-252, Christian Ministries majors REL-264 and REL-264P, Adolescent Ministries and Youth Ministries majors YTH-220 and YTH-220P, and Christian Worship majors WOR-235 and WOR-235P with a grade of "C" or above. Students need to have a GPA of 2.25 cumulative and 2.5 in the coursework required for the major. Students must also file application forms including a written essay and references. In some cases a personal interview with school faculty may also be required. Enrollment in some advanced courses in the division is restricted to those admitted to these majors. A student needs to start the application to the major process by the end of their sophomore year (60 credit hours) and after the successful completion of the three preliminary courses in his or her respective majors (see immediately above). Delay on this process will prohibit students from enrolling in advanced courses in their professional major.

Continuation in Professional Majors

Students must maintain a cumulative 2.25 GPA and a 2.50 academic GPA in coursework required for the major. Failure to do so may necessitate repeating courses or withdrawal from the major. The School of Theology and Ministry faculty reserves the right to request the withdrawal of any student who in its judgment fails to satisfy the standards of Christian character, moral integrity, and social fitness required for a professional minister.

Wesleyan Students

Students anticipating future service in The Wesleyan Church should include Wesleyan Church History/Discipline (REL-431) among their major or minor courses. The Christian Ministries and Youth Ministries majors are specifically designed to meet all the academic requirements for ordination in The Wesleyan Church. Any deviation from the course requirements should be approved in writing by both the Associate Dean and the Executive Director of Education and Clergy Development for The Wesleyan Church. Students who are members of The Wesleyan Church should be in contact with their District Board of Ministerial Development (DBMD) prior to applying for admission to the professional majors.

Graduate Credits-in-Escrow

A senior who is currently enrolled at Indiana Wesleyan University and who is within the last semester of completing course requirements for the baccalaureate degree may, with the approval of the dean of Wesley Seminary at Indiana Wesleyan University, register for a maximum of two graduate courses per semester. Such students who desire to take additional graduate courses after earning the baccalaureate degree must follow the regular admission procedure.

Graduate courses may not be counted at Indiana Wesleyan University for both graduate and undergraduate requirements.

Biblical Studies Programs

Biblical Literature - A.B.

Courses in biblical literature and languages are offered to meet general education requirements and as components for majors in Philosophy and Theology, Christian Ministries, Christian Education, Intercultural Studies, Adolescent Ministries, Youth Ministries, and Christian Worship. In addition, the A.B. degree with a major in Biblical Literature is offered.

Purpose

A Biblical Literature major provides a complement to other majors at Indiana Wesleyan University. It enables a student to relate the Scriptures to aspects of life, whatever the planned profession. The Biblical Literature major also offers a good foundation for seminary studies. Some students who do not plan to be pastors desire a concentration of Bible courses in order to better serve churches in various capacities of teaching and spiritual leadership.

General Education Requirements

Students in this major meet the general education requirements by taking the approved standard courses.

Requirements (40 credits)

Required Courses (12 credits)

BIL-101	Old Testament Survey	3
BIL-102	New Testament Survey	3
BIL-202	Inductive Bible Study	3
GRE-201	Beginning Greek I	3
	or	
HBR-201	Beginning Hebrew I	3

Electives (18 credits)

BIL	Advanced Bible electives (balanced program in Old and New Testaments)	18

Cognate (10 credits)

	In a field consistent with the student's vocational goals and approved by the student's advisor	10

Advanced Bible electives: Including up to 9 hours of Greek or Hebrew beyond GRE-201 or HBR-201 if those 9 hours are not already counting toward a Biblical Languages minor; a balance of Old and New Testament courses should be maintained.

Biblical Literature Minor

A minor in Biblical Literature consists of the following 24 hours of courses.

Requirements (24 credits)

Required Courses (9 credits)

BIL-101	Old Testament Survey	3
BIL-102	New Testament Survey	3
BIL-202	Inductive Bible Study	3

Electives (15 credits)

BIL	Advanced Bible electives (at least one course pertaining to each of the Old and New Testaments)	15

Advanced Bible electives: Up to nine hours of Greek and/or Hebrew may be included in the minor.

Biblical Languages Minor

Requirements (18 credits)

Core Courses (12 credits)

HBR-201	Beginning Hebrew I	3
HBR-202	Beginning Hebrew II	3
GRE-201	Beginning Greek I	3
GRE-202	Beginning Greek II	3

Choose one of the following options: (6 credits)

HBR-422	Hebrew Bible	3
	or	
GRE-422	Greek Bible	3

Biblical History and Geography Minor

Requirements (18 credits)

Required Courses (6 credits)

BIL-280	Lands of the Bible	3
BIL-380	History of the Biblical World	3

Electives (12 credits)

BIL-103	Bible Land Tour	3
REL-281	Jerusalem and Its People	1 to 3
BIL-282	Art, Architecture, Artifacts of the Biblical World	1
BIL-381	Cultural Settings of the Bible	3
BIL-382	Inter-Testament Literature	3
BIL-480	Archaeology of Syria-Palestine	3
HBR-201	Beginning Hebrew I	3
	or	
GRE-201	Beginning Greek I	3
	or	
LAT-201	Beginning Latin I	3
HBR-202	Beginning Hebrew II	3
	or	
GRE-202	Beginning Greek II	3
	or	
LAT-202	Beginning Latin II	3

*This minor requires at least 15 hours unduplicated in any other major or minor.

**Courses taken through Jerusalem University College may be applied toward elective hours in this minor with permission of the School of Theology and Ministry.

Biblical Literature - A.A.

Associate of Arts

The Associate of Arts degree is a two-year program that requires the following 27-hour concentration:

Requirements (27 credits)

Required Courses (21 credits)

BIL-101	Old Testament Survey	3
BIL-102	New Testament Survey	3
BIL-202	Inductive Bible Study	3
BIL	Advanced Bible Electives (including at least one course pertaining to each of the Old and New Testaments)	12

Advanced Bible Electives: Up to six hours of Greek and/or Hebrew may be counted toward degree requirements.

Electives (6 credits)

Elective courses offered by the School of Theology and Ministry	6

Studies in Israel

IWU's Summer in Israel program is a four- to six-week academic study in Israel, Palestine and Jordan (optional two-week extension). This program focuses on three areas of study: 1) the geographical and historical settings of the Bible, 2) the discipline of archaeology and its contributions to biblical studies, and 3) the modern-day culture of Israel and Palestine. Students will travel the lands of the Bible, experience first-hand the places and culture of the biblical narrative, participate in an official archeological dig for two weeks, and engage with the Palestinian Christian Church through worship and ministry. A total of 10 undergraduate or 9 graduate credits may be earned through this program. The program runs every other year (even years). In order to be considered for admission to this program, students must have completed at least 30 hours of undergraduate coursework including 4 hours of prerequisites (see below), pass a routine physical, and complete the application process. For more information, contact the School of Theology and Ministry.

Requirements

Summer in Israel Prerequisite Courses for Undergraduate Students (4 credits)

BIL-280	Lands of the Bible	3
REL-281	Jerusalem and Its People	1 to 3

Summer in Israel Courses for Undergraduate Students (10 credits)

INT-124	Cross Cultural Exposure Trip	2
BIL-282	Art, Architecture, Artifacts of the Biblical World	1
BIL-480	Archaeology of Syria-Palestine	3
	Geographical and Historical Setting of the Bible (taken at Jerusalem University College)	4

INT-124: Fulfills IWU's Intercultural Experience General Education Requirement

Summer in Israel Courses for Graduate Students (9 credits)

INT-124	Cross Cultural Exposure Trip	2
MIN-510	Biblical Archaeology	5
	Geographical and Historical Setting of the Bible (taken at Jerusalem University College)	4

INT-124: Graduate students audit this course.

Philosophy and Theology Programs

Philosophy and Theology - A.B.

Purpose

Philosophy and Theology is the major to be taken by students anticipating seminary or other graduate studies. It may also serve as a second major to provide support in developing a Christian perspective and understanding.

General Education Requirements

Students in this major meet the general education requirements by taking the approved standard courses.

Requirements (41 credits)

Biblical Literature (3 credits)

BIL-202	Inductive Bible Study	3

Church History (6 credits)

REL-331	History of Christianity I	3
REL-332	History of Christianity II	3

Theology (9 credits)

THE-233	Christian Theology I	3
THE-424	Christian Theology II: Salvation /Holiness	3

Choose one of the following courses:

THE-310	Christology	3
THE-311	Ecclesiology	3
THE-425	Patristic Theology	3

Philosophy (12 credits)

PHL-281	Modern and Contemporary Philosophy	3
PHL-282	Ethics	3
PHL-334	Philosophy of Religion	3

Choose one of the following courses:

PHL-280	Ancient and Medieval Philosophy	3
PHL-285	Logic	3
PHL-438	Religions of the World	3

PHL/THE Electives (9 credits)

Choose two additional courses from the following list:

PHL-280	Ancient and Medieval Philosophy	3
PHL-285	Logic	3
PHL-438	Religions of the World	3
THE-310	Christology	3
THE-311	Ecclesiology	3
THE-313	Pneumatology	3
THE-425	Patristic Theology	3

Choose one additional course with a PHL or THE prefix of 200 or higher.

Capstone (2 credits)

PHL-480	Toward a Philosophy of World Changing	2

Philosophy Minor

A minor in Philosophy consists of 18 credit hours.

Requirements (18 credits)

Core Courses (15 credits)

PHL-280	Ancient and Medieval Philosophy	3
PHL-281	Modern and Contemporary Philosophy	3
PHL-282	Ethics	3
PHL-285	Logic	3
PHL-334	Philosophy of Religion	3

Electives (3 credits)

Any three hours with a PHL prefix of 200 or higher	3

Theology Minor

A minor in Theology consists of 18 credit hours.

Requirements (18 credits)

Core Courses (12 credits)

THE-233	Christian Theology I	3
	or	
THE-232	Basic Christian Doctrine	3
THE-424	Christian Theology II: Salvation /Holiness	3
REL-331	History of Christianity I	3
REL-332	History of Christianity II	3

Choose two of the following elective classes: (6 credits)

THE-310	Christology	3
THE-311	Ecclesiology	3
THE-313	Pneumatology	3
THE-420	The Life and Legacy of Augustine Of Hippo	3
THE-425	Patristic Theology	3
THE-428	The Theology of John Wesley	3

*Christian Ministries and Youth Ministries majors must maintain 15 unique hours in order to minor in Theology.

Ministry Programs

Adolescent Ministries - B.S.

Purpose

The Adolescent Ministries major is designed for persons who wish to minister with students in youth centers, para-church ministries, school-based ministries, and local churches in a non-ordained capacity. Many men and women desiring to minister with youth may not seek ordination or even employment in a parish setting and therefore would benefit from a degree that is focused more selectively on practical ministry theory and skills. Persons wishing to work with youth primarily in a local church setting as an ordained minister should pursue the more specialized ordination track of the youth ministries degree.

General Education Requirements

Students in this major meet the general education requirements by taking BIL-101, BIL-102, (SOC-150, SOC-210 or SOC-225), PSY-150, INT-120, INT-222, and REL-465.

Requirements (46-48 credits)

Required Courses (28 credits)

BIL-202	Inductive Bible Study	3
BIL	Advanced Bible Elective (300-400 level)	3
THE-233	Christian Theology I	3
REL-241	Survey of Church History	3
YTH-220	Introduction to Youth Ministries	2
YTH-220P	Youth Ministry Observation	1
YTH-370	Youth Counseling and	3
REL-469P	Pastoral Care Practicum	1
YTH-371	Youth Evangelism and Discipleship	3
YTH-355	Youth Programming and Management	3
YTH-355P	Youth Programming Practicum	1
YTH-480	Senior Youth World Changing Seminar	2

Electives (18-20 credits)

Choose two youth ministry electives from the following (6 credits):

YTH-225	Models of Youth Ministry	3
YTH-240	Camp and Retreat Ministries	3
YTH-320	Youth Leadership Seminar	3
REL-340	Models of Sports Ministry	3

Choose one of the following options (3-4 credits):

CED-240	Teaching the Bible to Adults	3
CED-350	Teaching Children in the Church	3
CED-255	Local Church Education and	3
CED-255P	Local Church Education Practicum	1

Choose one of the following options (3 credits):

BIL	Advanced Bible Elective (300-400 level)	3
THE-424	Christian Theology II: Salvation /Holiness	3
REL-465	Homiletics I	3
WOR-235	Worship and	2
WOR-235P	Worship Practicum	1

Choose one of the following options (3-4 credits):

REL-266	Ministry in Urban Settings and	3
REL-266P	Ministry in Urban Settings Practicum Practicum	1
INT-120	Introduction to Cross-Cultural Engagement and	1
INT-124	Cross Cultural Exposure Trip	2

STM Elective Hours (3 credits)

	Additional courses within the School of Theology and Ministry or other courses related to youth ministry as	3

approved by the director of the youth
ministries program

Adolescent Ministries Minor

A minor in Adolescent Ministries consists of the following 22 credit hours of carefully selected courses.

Requirements (22 credits)

Required Courses

YTH-220	Introduction to Youth Ministries	2
YTH-220P	Youth Ministry Observation	1
YTH-371	Youth Evangelism and Discipleship	3
YTH-355	Youth Programming and Management	3
YTH-355P	Youth Programming Practicum	1
YTH-370	Youth Counseling	3
REL-469P	Pastoral Care Practicum	1
YTH-480	Senior Youth World Changing Seminar	2
BIL-202	Inductive Bible Study	3
Electives	Courses related to youth ministry and approved by the director of the youth ministries program	3

Adolescent Ministries - A.S.

Associate of Science

The Associate of Science degree is a two-year program that requires a 22-credit-hour concentration identical to the Adolescent Ministries minor (p. 222).

Children's Ministry - B.S.

Purpose

The Children's Ministry major consists of a program of 46 credit hours designed to prepare a student to serve in a church staff position such as a director of children's ministry. The Children's Ministry major also prepares students to serve in various para-church organizations (that serve the needs of children) as well as giving needed preparation for students who intend to seek employment in church-related pre-schools and day care centers. The completion of this major does not fulfill all of the educational requirements for ordination in The Wesleyan Church.

General Education Requirements

Students in this major meet the general education requirements by taking SOC-210.

Requirements (46 credits)

Required Courses

CED-252	Introduction to Christian Education	3
PSY-251	Child Development	3
CED-350	Teaching Children in the Church	3
CED-354	Working With Children	3
CED-455	Christian Education in the Family	3
THE-232	Basic Christian Doctrine	3
BIL-202	Inductive Bible Study	3
REL-275	Evangelism and Global Outreach	3
REL-275P	Evangelism and Global Outreach Practicum	1

SOC-210	Minority Group Relations	3
CED-360	Curriculum Theory and Development	3
CED-450	Leading a Children's Ministry in A Local Church	3
CED-361	Children's Ministry Practicum	1
CED-362	Children's Ministry Practicum	1
CED-363	Children's Ministry Practicum	1
	Additional hours related to children's ministry and approved by the student's advisor	9

Children's Ministry Minor

A minor in Children's Ministry consists of 24 credit hours of carefully selected courses.

Requirements (24 credits)

Required Courses

CED-252	Introduction to Christian Education	3
PSY-251	Child Development	3
CED-350	Teaching Children in the Church	3
CED-354	Working With Children	3
CED-455	Christian Education in the Family	3
THE-232	Basic Christian Doctrine	3
CED-450	Leading a Children's Ministry in A Local Church	3
CED-361	Children's Ministry Practicum	1
CED-362	Children's Ministry Practicum	1
CED-363	Children's Ministry Practicum	1

Children's Ministry - A.S.

Associate of Science

The Associate of Science degree is a two-year program that requires a 24-credit-hour concentration identical to the Children's Ministry minor (p. 223).

Christian Education - B.S

Purpose

The Christian Education major consists of a program of 40 credit hours designed to prepare a student to serve in a church staff position such as a director of Christian education, director of children's ministry, or director of adult ministries. The Christian Education major also prepares students to serve in para-church organizations (such as Youth for Christ or Young Life) or in Christian camps, church-related child-care ministries, etc. The completion of this major does not fulfill all of the educational requirements for ordination in The Wesleyan Church.

General Education Requirements

Students in this major meet the general education requirements by taking the approved standard courses.

Requirements (40-41 credits)

Required Courses

CED-252	Introduction to Christian Education	3
BIL-202	Inductive Bible Study	3
BIL	Advanced Bible elective 300 and 400 level	3
THE-232	Basic Christian Doctrine	3

PSY-250	Developmental Psychology	3
	or	
PSY-251	Child Development	3
	and	
PSY-252	Adolescent Growth and Development	3
YTH-355	Youth Programming and Management	3
	and	
YTH-355P	Youth Programming Practicum	1
	or	
	another course in youth ministry approved by the student's advisor	3
CED-240	Teaching the Bible to Adults	3
CED-354	Working With Children	3
CED-360	Curriculum Theory and Development	3
CED-357	Christian Education Practicum	1
CED-358	Christian Education Practicum	1
CED-359	Christian Education Practicum	1
CED-455	Christian Education in the Family	3
CED-490	Leading Christian Education	3
	(Capstone)	
REL-226	Christian Spirituality: Experiencing God	3

Christian Education Minor

A minor in Christian Education consists of 24 credit hours of carefully selected courses.

Requirements (24 credits)

Required courses

CED-252	Introduction to Christian Education	3
BIL	Advanced Bible elective 300 and 400 level	3
CED-240	Teaching the Bible to Adults	3
CED-354	Working With Children	3
CED-455	Christian Education in the Family	3
CED-490	Leading Christian Education	3
	(Capstone)	
THE-232	Basic Christian Doctrine	3
PSY-250	Developmental Psychology	3
	or	
PSY-251	Child Development	3
	and	
PSY-252	Adolescent Growth and Development	3

Christian Education - A.S.

Associate of Science

The Associate of Science degree is a two-year program that requires a 24-credit-hour concentration identical to the Christian Education minor (p. 224).

Christian Ministries - B.S.

Purpose

The major in Christian Ministries is the degree which contains the courses designed to prepare persons for pastoral ministry in the church. This is one of two degrees which meet requirements for ordination in The Wesleyan Church; moreover, it is the primary degree taken by students seeking ordination in other denominations. The major can be applied to either a Bachelor of Science or Bachelor of Arts degree. The requirements for both degrees are quite similar. Additional courses in ancient languages are required for the Bachelor of Arts degree. Students anticipating further education beyond the baccalaureate degree are encouraged to consider the Bachelor of Arts degree as the preferred option.

General Education Requirements

Students in this major meet the general education requirements by taking BIL-101, BIL-102, PSY-150, (SOC-150, SOC-210 or SOC-225), REL-465, REL-466, REL-466P and REL-275.

Requirements (61 credits)

Biblical Foundations (12 credits)

BIL-202	Inductive Bible Study	3
BIL	Advanced Old Testament elective	3
BIL	Advanced New Testament elective	3
BIL	Advanced Bible Elective	3

[Note: Biblical literature electives: BIL-103, or Introductory Greek or Hebrew courses, do not meet the biblical literature requirements for the major.]

Theological/Historical Foundations (15 credits)

THE-233	Christian Theology I	3
REL-331	History of Christianity I	3
REL-332	History of Christianity II	3
THE-424	Christian Theology II: Salvation /Holiness	3
REL/PHL/THE	Elective course in theology, church history or philosophy	3

Professional Studies (31 credits)

CED-255	Local Church Education	3
CED-255P	Local Church Education Practicum	1
WOR-235	Worship	2
WOR-235P	Worship Practicum	1
REL-264	Introduction to Pastoral Ministries	2
REL-264P	Pastoral Ministries Observation	1
REL-275	Evangelism and Global Outreach	3
REL-275P	Evangelism and Global Outreach Practicum	1
WOR-436	Church Rituals	1
REL-465	Homiletics I	3
REL-466	Homiletics II	2
REL-466P	Homiletics Practicum	1
REL-468	Church Leadership	3
REL-468P	Church Leadership Practicum	1
REL-469	Pastoral Care and Counseling	3
REL-469P	Pastoral Care Practicum	1
REL-482	Christian Ministries Capstone	2

In addition to the courses listed above, Wesleyan students are required to take:

REL-431	Wesleyan Church History/Discipline	3

Non-Wesleyan students may study their own denominational heritage through independent learning or select:

Elective	Theology, Church History or Philosophy	3

Christian Ministries - A.B.

Requirements (67 credits)

Required Courses (same as B.S. degree) (61 credits)**Ancient Languages (Greek, Hebrew or Latin) (6 credits)****Christian Ministries Minor**

A minor in Christian Ministries consists of 24 credit hours of courses specifically relating to professional preparation for pastoral or para-church ministry.

Requirements (24 credits)

Required Courses

BIL-101	Old Testament Survey	3
BIL-102	New Testament Survey	3
BIL-202	Inductive Bible Study	3
THE-232	Basic Christian Doctrine	3
REL-264	Introduction to Pastoral Ministries	2
REL-264P	Pastoral Ministries Observation	1
REL-275	Evangelism and Global Outreach	3
REL-275P	Evangelism and Global Outreach Practicum	1
REL-361	Christian Ministries Practicum	1
	Offerings within the School of Theology and Ministry (not including PHL-180)	4

Christian Ministries - A.S.

Associate Degrees

Associate degrees in Christian Ministries are two-year programs with a 24-credit-hour concentration identical to the Christian Ministries minor (p. 226).

Christian Worship - B.S.

Purpose

The Christian Worship major consists of a program of 44 credit hours. The core set of courses (28 credit hours) is taken in the School of Theology and Ministry; the remaining courses (16 credit hours) are taken within the division related to the student's choice of tracks (area of emphasis). Christian Worship majors choose from four possible tracks: music (Division of Music), theater (Division of Communication and Theatre), media arts (Division of Communication and Theatre) or pastoral (School of Theology and Ministry). This program is designed to prepare a student to serve in a local church or other para-church ministry in worship leadership; it is also an excellent second major to enhance a student's training for other ministries. The completion of this major does not fulfill the educational requirements for ordination in The Wesleyan Church.

General Education Requirements

Students in this major meet the general education requirements by taking the approved standard courses.

Requirements (44 credits)

Required Courses (28 credits)

BIL-202	Inductive Bible Study	3
THE-232	Basic Christian Doctrine	3
WOR-235	Worship	2
WOR-235P	Worship Practicum	1
WOR-237	Media for Ministry	3
WOR-238	Ethnodoxology in Christian Ministry	3

WOR-322	Worship Throughout the Christian Year	3
BIL-333	Biblical Foundations of Worship	3
WOR-333	History and Philosophy of Worship	3
WOR-436	Church Rituals	1
WOR-438	Worship Capstone	2
WOR-438P	Worship Capstone Practicum	1
	Practicum	

Choose one of the following Tracks (16 credits)

Music Track Required Courses

MUS-114	Class Voice	1
	or	
MUS-100	Applied Study - Non-Majors	1
MUS-117	Beginning Piano/Non-Major I	1
	or	
MUS-118	Beginning Piano/Non-Major II	1
MUS-149	Introduction to Contemporary Worship	2
MUS-160	Introduction to Music Theory	2
MUS-162	Music Theory I	3
MUS-192	University Chorale	0 to 1
	or	
MUS-193	University Singers	0 to 1
	or	
MUS-194	Chamber Singers	0 to 1
MUS-275	Introduction to Computer Applications in Music	1
MUS-285	Beginning Conducting	2
WOR-325	Centuries of Song	3

Theater Track Required Courses

COM-120	Introduction to Theatre	3
COM-251	Principles of Script Analysis	3
COM-252	Beginning Acting	3
	or	
COM-317	Theatre History and Dramatic Literature I	3
	or	
COM-362	Scriptwriting	3
COM-272	Stagecraft	3
COM-315	Principles of Stage Directing	3
MUS-114	Class Voice	1
	or	
MUS-100	Applied Study - Non-Majors	1

Media Arts Track Required Courses

COM-113	Introduction to TV Production	2
	or	
COM-114	Intro to Radio Broadcasting	2
COM-329	Media and Society	3
COM-112	Introduction to Multimedia Storytelling	2
COM-223	Communication Graphics	3
COM-250	Media Scriptwriting	3
COM-366	Organizational Communication	3

Pastoral Ministry Track Required Courses

COM-226	Voice and Movement	3
	or	
COM-250	Media Scriptwriting	3
REL-241	Survey of Church History	3
WOR-325	Centuries of Song	3
REL-264	Introduction to Pastoral Ministries	2
	or	
YTH-220	Introduction to Youth Ministries	2
REL-264P	Pastoral Ministries Observation	1
	or	
YTH-220P	Youth Ministry Observation	1
REL-469	Pastoral Care and Counseling	3
REL-469P	Pastoral Care Practicum	1

Christian Worship Minor

A minor in Christian Worship is designed to complement other majors within the division, particularly those majors that prepare students for local church, para-church, or intercultural ministries. It is also designed to serve those pursuing majors outside of the division who see themselves as active lay leaders of worship. The minor includes 22 hours.

Requirements (22 credits)

Required Courses

WOR-235	Worship	2
WOR-235P	Worship Practicum	1
WOR-237	Media for Ministry	3
	or	
WOR-238	Ethnodoxology in Christian Ministry	3
WOR-322	Worship Throughout the Christian Year	3
WOR-325	Centuries of Song	3
BIL-333	Biblical Foundations of Worship	3
WOR-333	History and Philosophy of Worship	3
WOR-436	Church Rituals	1
WOR-438	Worship Capstone	2
WOR-438P	Worship Capstone Practicum	1
	Practicum	

Kern Ministry Education Program - B.S. to M.A.

Purpose

The Kern Ministry Education Program is designed to prepare persons for pastoral ministry in the church. Upon completion of the Bachelor of Science degree with a major in Christian Ministries, students begin the two-year Master of Arts degree, which includes advanced studies in theology, Bible, and church history as well as a year of full-time practical experience in an approved teaching church. (Requirements listed below.) Ministry practice domains are incorporated into the curriculum prior to the practical experience to prepare the student with depth and skills for pastoral work. Scholarships are also available for those students identified and accepted as Kern scholars who maintain a 3.5 GPA and will complete the entire program in five years.

Requirements (62 credits)

Advanced Ministerial Formation

Hermeneutics for Ministry	3
Biblical Theology	3
Special Topics in Bible	3
American Christianity	3
Special Topics in Christian History	3

Special Topics in Theology/History	3
Practical Theology of Ministry	3
Philosophy of Ministry	3
Formation in Christian Practices	1
Formation in Ministerial Practices	1

Supervised Practical Ministry

Transition to Church	3
Pastoral Leadership	3
Mentoring and Spiritual Direction	3
Strategic Pastoral Care	3
Christian Education of Youth and Families	3
Creative Worship Planning	3
Congregational Study	2
Community Study	1
Mission and Church Health	3
Leadership Development	2
Advanced Homiletics	3
Multi-ethnic Ministry	2
Strategic Pastoral Counseling	3
Ministry Master's Capstone	2

Sports Ministries Major

Purpose

The Division of Health and Human Performance and the School of Theology and Ministry have created an interdisciplinary major in Sports Ministries. The purpose of this major is to prepare students professionally for service in church sports ministries, sports camps, school sports ministries, youth sports ministries, sports chaplaincy, individual sport coach training, and para-church sports ministries. See the Health and Human Performance section of the catalog for Sports Ministries (p. 190) requirements.

Youth Ministries - B.S.

Purpose

The major in Youth Ministries is designed for those who desire specialized training in the area of youth ministry. Students who complete this program will fulfill all the requirements for ordination in The Wesleyan Church. Students who desire to be ordained youth pastors in other denominations should consider this degree as well. Although this major would equip persons to work with youth in a variety of ministry settings, it is primarily designed to train persons for youth ministry in a local church setting.

General Education Requirements

Students in the major meet the general education requirements by taking BIL-101, BIL-102, PSY-150, (SOC-150, SOC-210 or SOC-225), REL-465, REL-466, REL-466P, INT-120, and INT-222.

Requirements (62 credits)

Biblical Foundations (12 credits)

BIL-202	Inductive Bible Study	3
BIL	Advanced Old Testament elective	3
BIL	Advanced New Testament elective	3
BIL	Advanced Bible Elective	3

[Note: Biblical literature electives: BIL-103 or Introductory Greek or Hebrew courses do not meet the biblical literature requirements for the major.]

Theological/Historical Foundations (9 credits)

THE-233	Christian Theology I	3
REL-241	Survey of Church History	3
THE-424	Christian Theology II: Salvation /Holiness	3

Professional Studies (38 credits)

YTH-220	Introduction to Youth Ministries	2
YTH-220P	Youth Ministry Observation	1
REL-465	Homiletics I	3
WOR-235	Worship	2
WOR-235P	Worship Practicum	1
WOR-436	Church Rituals	1
CED-255	Local Church Education	3
CED-255P	Local Church Education Practicum	1
REL-468	Church Leadership	3
REL-468P	Church Leadership Practicum	1
YTH-370	Youth Counseling	3
REL-469P	Pastoral Care Practicum	1
YTH-371	Youth Evangelism and Discipleship	3
REL-266	Ministry in Urban Settings	3
REL-266P	Ministry in Urban Settings Practicum Practicum	1
YTH-355	Youth Programming and Management	3
YTH-355P	Youth Programming Practicum	1
YTH-240	Camp and Retreat Ministries	3
YTH-480	Senior Youth World Changing Seminar	2

In addition to the courses listed above, Wesleyan students are required to take:

REL-431	Wesleyan Church History/Discipline	3

Non-Wesleyan students may study their own denominational heritage through independent learning or select:

Elective	Theology, Church History or Philosophy	3

Youth Ministries Minor

A Youth Ministries minor consists of the following 22 credit hours of courses specifically relating to professional ministry in parish or para-church settings.

Requirements (22 credits)

Required Courses

YTH-220	Introduction to Youth Ministries	2
YTH-220P	Youth Ministry Observation	1
YTH-371	Youth Evangelism and Discipleship	3
YTH-355	Youth Programming and Management	3
YTH-355P	Youth Programming Practicum	1
YTH-370	Youth Counseling	3
REL-469P	Pastoral Care Practicum	1
YTH-480	Senior Youth World Changing Seminar	2
BIL-202	Inductive Bible Study	3
REL-465	Homiletics I	3

Youth Ministries - A.S.

Associate of Science

The Associate of Science degree is a two-year program that requires a 24-hour concentration identical to the Youth Ministries minor (p. 230).

Intercultural Studies Programs

Global Ministries - A.B.

Global Ministries is an interdisciplinary program designed to prepare students to serve in cross-cultural professional ministry.

Requirements (47-60 credits)

Electives (7-8 credits)

Choose one of the following options (3-4 credits):

Option 1

REL-275	Evangelism and Global Outreach	3
REL-275P	Evangelism and Global Outreach Practicum	1

Option 2

YTH-371	Youth Evangelism and Discipleship	3

Option 3

REL-345	Sports Evangelism & Discipleship	3

Choose one of the following four-hour combinations (4 credits):

Option 1

WOR-238	Ethnodoxology in Christian Ministry	3
WOR-436	Church Rituals	1

Option 2

CED-255	Local Church Education	3
CED-255P	Local Church Education Practicum	1

Option 3

REL-469	Pastoral Care and Counseling	3
REL-469P	Pastoral Care Practicum	1

Option 4

REL-466	Homiletics II	2
REL-466P	Homiletics Practicum	1
WOR-436	Church Rituals	1

Proficiency in a Foreign Language at the Intermediate Level (0-12 credits)

Proficiency in a foreign language at the intermediate level is required for the major. This requirement can be satisfied by completing four (4) years of the same foreign language at high school level or two (2) years of the same foreign language at college level with all grades at or above "C", or by satisfactorily passing a language examination rated for the intermediate level of proficiency or above. Students who satisfy this requirement without coursework at IWU can complete this major with 47-48 hours.

Required Courses (40 credits)

REL-264	Introduction to Pastoral Ministries	2
REL-264P	Pastoral Ministries Observation	1
REL-482	Christian Ministries Capstone	2
BIL-202	Inductive Bible Study	3
BIL	Advanced Bible elective 300 and 400	3

	level	
THE-233	Christian Theology I	3
THE-424	Christian Theology II: Salvation /Holiness	3
PHL-438	Religions of the World	3
SOC-225	Cultural Anthropology	3
INT-220	Intercultural Relationships	3
INT-222	Intercultural Leadership for Transformation	2
INT-322	Intercultural Internship	3 to 9
REL-380	Global Christian History and Contextualization	3
INT-402	Contemporary Global Issues	3
REL-465	Homiletics I	3

INT-322: Satisfactory completion of an approved and supervised intercultural internship abroad is required, involving at least a three-week service assignment in a significantly different cultural setting than one's home culture.

Global Ministries Minor

A Global Ministries minor consists of the following courses designed to prepare students to serve in intentional cross-cultural ministry alongside a chosen major area of study.

Requirements (21-22 credits)

Required Courses (18 credits)

REL-264	Introduction to Pastoral Ministries	2
REL-264P	Pastoral Ministries Observation	1
THE-232	Basic Christian Doctrine	3
	or	
THE-233	Christian Theology I	3
PHL-438	Religions of the World	3
SOC-225	Cultural Anthropology	3
INT-220	Intercultural Relationships	3
REL-380	Global Christian History and Contextualization	3

Choose one of the following options (3-4 credits):

Option 1

REL-275	Evangelism and Global Outreach	3
REL-275P	Evangelism and Global Outreach Practicum	1

Option 2

YTH-371	Youth Evangelism and Discipleship	3

Option 3

REL-345	Sports Evangelism & Discipleship	3

Ministry majors who have not established 15 unique hours may establish these hours by taking additional courses from the following list:

INT-124	Cross Cultural Exposure Trip	2
INT-222	Intercultural Leadership for Transformation	2
INT-402	Contemporary Global Issues	3

Intercultural Studies - B.S.

Purpose

The Intercultural Studies major is designed to provide a core program of courses in intercultural issues, enabling students to pursue careers in business, church service, or government-related agencies in intercultural contexts in North America and abroad. Students may take the core courses as a related area or cognate to their primary major, or they may take the Intercultural Studies major as an academic program in itself. Graduates of the program can expect to have intercultural skills and insight that will be valuable in any cross-cultural context.

General Education Requirements

Students in this major meet the general education requirement by taking BIL-101, BIL-102, INT-120, INT-222 and SOC-225.

Language Proficiency

Proficiency in a foreign language at the intermediate level is required for the major. This requirement can be satisfied by completing four (4) years of the same foreign language at high school level or two (2) years of the same foreign language at college level with all grades at or above "C," or by satisfactorily passing the language examination rated for the intermediate level of proficiency.

Requirements (43-56 credits)

Intercultural Studies (19 credits)

ENG-170	Introduction to Linguistics	3
INT-220	Intercultural Relationships	3
INT-322	Intercultural Internship	3 to 9
INT-402	Contemporary Global Issues	3
INT-480	Intercultural Capstone	1
PHL-438	Religions of the World	3
	or	
PHL-334	Philosophy of Religion	3
SOC-225	Cultural Anthropology	3

Christian Foundations (13 credits)

BIL-202	Inductive Bible Study	3
BIL	Old Testament or New Testament	3
	Elective	
	or	
THE	Advanced Elective	3
REL-275	Evangelism and Global Outreach	3
REL-275P	Evangelism and Global Outreach	1
	Practicum	
THE-232	Basic Christian Doctrine	3

Foreign Language (0-12 credits)

This requirement can be satisfied by completing four (4) years of the same foreign language at high school level or two (2) years of the same foreign language at college level with all grades at or above "C" or by satisfactorily passing a language examination rated for the intermediate level of proficiency or above.

Cross-cultural exposure trip

Students are also required to participate in a cross-cultural exposure trip, subject to prior approval by department faculty.

Cognates (11-12 credits)

Choose one of the following:

Missiology (11 credits)

INT-120	Introduction to Cross-Cultural Engagement	1
INT-222	Intercultural Leadership for Transformation	2
INT-315	Cross-Cultural Communication of Faith	3

REL-380	Global Christian History and Contextualization	3
REL-112	Theological & Theoretical Foundations of Cross-Cultural Ldrship. Dev.	2

Church Planting and Outreach (12 credits)

INT-315	Cross-Cultural Communication of Faith	3
REL-226	Christian Spirituality: Experiencing God	3
REL-228	Defending the Christian Faith	3
REL-481	Ministry Expansion and Church Planting	3

International and Community Development (12 credits)

ICD-229	Essentials of Non-Profit Management	3
ICD-210	Introduction to Development	3
ICD-325	Urban and Rural Development Practice	3
ICD-350	Transformational Development Principles	3

Urban Ministry (12 credits)

ICD-240	Urban Anthropology	3
ICD-229	Essentials of Non-Profit Management	3
REL-276	Models of Urban Ministry	3
ICD-350	Transformational Development Principles	3

Religious Studies (12 credits)

INT-315	Cross-Cultural Communication of Faith	3
INT-410	Islam: Understanding and Dialogue	3
INT-225	Folk Religion	3
PHL-438	Religions of the World	3
	or	
PHL-334	Philosophy of Religion	3

Healthcare (11 credits)

ICD-325	Urban and Rural Development Practice	3
NUR-215	Global Health	2
NUR-235	Perspectives on Poverty and Health	2
NUR-237	Complementary and Alternative Therapies	2
NUR-315	Tropical Health	2

TESOL (12 credits)

TSL-203	TESOL Theoretical Foundations	3
TSL-305	Second Language Acquisition	3
TSL-350	TESOL Assessment and Testing	3
EDU-382TE	Methods of Teaching Sr High/Jr High/ Middle School Teaching English to Speakers of Other Languages	3

Leadership (12 credits)

LDR-200	Foundations of Leadership	3

LDR-350	Leadership and Teams	3
LDR-400	Leadership and Change	3
LDR	One additional at 300 or 400 level	3

Business (12 credits)

BUS-100	Foundations of Business	3
MNG-210	Management Principles	3
MKG-210	Marketing Principles	3
FIN-250	Personal and Family Finance	3

Interdisciplinary (12 credits)

11 - 12 upper division credits are to be chosen from outside the major in a discipline that supports the student's career objectives. Pre-approval is needed by the student's advisor.

Foreign Language (12 credits)

If high school work is used to satisfy the proficiency requirement, students may take an additional four semesters of college-level language to fulfill this concentration.

Intercultural Studies Minor

Requirements (18 credits)

Required Courses

INT-120	Introduction to Cross-Cultural Engagement	1
INT-124	Cross Cultural Exposure Trip	2
INT-222	or Intercultural Leadership for Transformation	2
INT-220	Intercultural Relationships	3
INT-402	Contemporary Global Issues	3
SOC-225	Cultural Anthropology	3
ENG-170	Introduction to Linguistics	3
PHL-438	Religions of the World	3
PHL-334	or Philosophy of Religion	3

Intercultural Studies - A.S.

Associate of Science

The Associate of Science degree in Intercultural Studies is a two-year program.

Requirements (24 credits)

Required Courses (18 credits)

INT-120	Introduction to Cross-Cultural Engagement	1
INT-124	Cross Cultural Exposure Trip	2
INT-222	or Intercultural Leadership for Transformation	2
INT-220	Intercultural Relationships	3
INT-402	Contemporary Global Issues	3
SOC-225	Cultural Anthropology	3
ENG-170	Introduction to Linguistics	3
PHL-438	Religions of the World	3
	or	

PHL-334	Philosophy of Religion	3
Electives (6 credits)		
INT	INT electives	6

International and Community Development - B.S.

Purpose

This major seeks to prepare students spiritually and with intellectual breadth to serve God and humanity as true world changers by equipping them with professional knowledge and skills for careers and graduate studies in international and community development (ICD).

The curriculum presents ICD in alignment with the generally accepted understanding of the field and primes students for graduate studies and employments in national and international relief and development agencies as well as in local church-based and community development organizations.

The basic premise of this major is that context determines content, thus worldviews shape the manner in which God's created resources are acknowledged, tended and utilized. This principle guides the way in which development programs approach the analysis and critique of the stewardship responsibilities of God's created resources in the local, national and global communities. Our students are therefore prompted to the biblical understanding of the world as God's creation and the role of the church in fulfilling the scriptural call for justice, peace and prosperity for all humanity.

General Education Requirements

Students in this major meet the general education requirement in the social sciences by taking BIL-101, BIL-102, ECO-211 or ECO-212 and REL-275/REL-275P.

Language Proficiency

Proficiency in a foreign language at the intermediate level is strongly encouraged but not required for the major. This can be satisfied by completing four (4) years of the same foreign language at high school level or two (2) years of the same foreign language at college level with all grades at or above "C," or by satisfactorily passing the language examination rated for the intermediate level of proficiency.

Requirements (47 credits)

Bible and Religion (6 credits)

BIL-202	Inductive Bible Study	3
THE-232	Basic Christian Doctrine	3

Development (28 credits)

ICD-210	Introduction to Development	3
ECO-211	Introduction to Economics	3
	or	
ECO-212	Microeconomics	3
ICD-229	Essentials of Non-Profit Management	3
REL-276	Models of Urban Ministry	3
ICD-325	Urban and Rural Development Practice	3
POL-230	World Politics	3
ICD-350	Transformational Development Principles	3
ICD-360	Development Internship	3 to 9
ICD-450	Community Development Workshop/Practicum	3
ICD-480	Development Capstone	1

ICD-360 Development Internship - ICD students are required to fulfill their program internship by serving with international development agencies outside of the United States subject to prior approval by ICD faculty. An Internship packet provides a detailed guide from the initial planning to the completion of the overseas internship.

Methodology (6 credits)

MAT-112	General Statistics	3
PSY-355	Research Methods for the Behavioral Sciences	3
	or	
POL-322	Research Design and Methods in Political Science and Economics	3

Intercultural Studies (7 credits)**Choose seven hours from the following courses:**

INT-120	Introduction to Cross-Cultural Engagement	1
INT-220	Intercultural Relationships	3
ICD-240	Urban Anthropology	3
REL-275	Evangelism and Global Outreach	3
REL-275P	Evangelism and Global Outreach Practicum	1

Area of Specialization - Due to the multidisciplinary nature of the major, students are strongly advised, but not required, to complete as electives 9-12 semester hours of coursework in the areas of their vocational interests.

International and Community Development Minor

Requirements (24 credits)**Required Courses (21 credits)**

ICD-210	Introduction to Development	3
ECO-212	Microeconomics	3
INT-220	Intercultural Relationships	3
ICD-229	Essentials of Non-Profit Management	3
POL-230	World Politics	3
ICD-325	Urban and Rural Development Practice	3
ICD-350	Transformational Development Principles	3

Electives (3 credits)

as approved by ICD advisor	3

Urban Ministries Minor

Requirements (24 credits)**Required Courses (21 credits)**

ECO-211	Introduction to Economics	3
INT-220	Intercultural Relationships	3
ICD-229	Essentials of Non-Profit Management	3
POL-240	Public Policy Processes	3
ICD-240	Urban Anthropology	3
REL-276	Models of Urban Ministry	3
ICD-350	Transformational Development Principles	3

Elective (3 credits)

as approved by ICD advisor	3

Latin American and Iberian Studies Minor

The Division of Modern Language and Literature, the School of Theology and Ministry, and the Division of Social Sciences have created an interdisciplinary minor in Latin American and Iberian Studies (p. 146).

College of Adult and Professional Studies (CAPS)

CAPS was created to serve the adult population with a variety of programs designed to meet the educational needs of specific adult audiences. It is Indiana Wesleyan University's desire to understand the special requirements of adults who are interested in earning an Associate, Bachelor's, Master's, Educational Specialist, or Doctor of Education degree, but who must also continue meeting their professional and personal commitments. The programs in the college are designed for working adults by combining theory with practical experience.

CAPS - Policies and General Information (p. 241)

CAPS is made up of three schools:

School of Business and Leadership (p. 264)

School of Educational Leadership (p. 294)

School of Liberal Arts (p. 319)

Mission of CAPS

For wisdom will enter your heart, and knowledge will be pleasant to your soul. Proverbs 2:10.

The College of Adult and Professional Studies of Indiana Wesleyan University is a Christ-centered academic community committed to changing the world by developing adult students in character, scholarship and leadership.

Objectives of CAPS

The College of Adult and Professional Studies will engage in its mission by:

- Providing educational opportunities in professional areas within the liberal arts tradition.
- Aiding students in extending the range and nature of careers available to them.
- Challenging students to develop leadership abilities.
- Encouraging students to develop in character.
- Providing students with a comprehensive yet practical education through an intensive curriculum that draws on resources, theories, and knowledge from various disciplines.
- Leading students in acquiring the skills required for effective critical thinking.
- Extending educational opportunities to people whose occupations, family responsibilities, or personal preferences do not permit them to spend major blocks of time "in residence" on campus.
- Helping students understand the importance of the application of Christian principles in a professional environment.
- Cultivating an appreciation for scholarship among students and faculty.

Foundations of CAPS

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Mission of CAPS

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Objectives of CAPS

The College of Adult and Professional Studies will engage in its mission by:

CAPS programs offer a challenging educational experience for adult learners. The curricular format is often accelerated, interaction among participants is emphasized, and project teams play an important role in the learning process. Instructors bring a combination of academic training and professional experience into the classroom. As working adults, CAPS students have significant skills and experience to draw from and to share.

To make the most of these unique programs, those enrolled should be aware of the foundational beliefs concerning the education of adult learners that administrators and the faculty of CAPS believe are crucial to the learning experience. The following elements make the CAPS programs work:

Adult students are motivated to learn. Adults who return to school after spending time in the work force are typically ready to give the effort needed to learn. Because of this, learning proceeds much more quickly, and faculty do not have to spend time urging students to attend to their work. Indeed, accustomed to excellence at work, adults often labor to reach that same level of quality in their academic pursuits.

Adults have learned self-discipline. As a result of being in the work force and managing the complexities of both professional and personal responsibilities, adults have developed a sense of discipline that serves them well in the CAPS Programs. Assignments can be completed-and completed well-within narrow time frames despite busy schedules and varied work, family, church, and community responsibilities.

Adults have broad life experiences. Learning theory indicates that students learn by relating abstractions to memories of past experiences. For this reason, a person who has experienced a work environment is better able to absorb theoretical concepts. Drawing on a broad background of experiential knowledge allows adults to quickly grasp ideas.

Adults desire relevance. If students relate to a current task or contemporary problem, their ears “perk up” and brains “switch to high gear.” Because working adults encounter situations where their learning may be applied daily, they are more motivated and better able to learn.

Adults have developed skill in independent learning. To succeed in life, adults, by necessity, have learned to gather information on their own and process it independently. Thus, CAPS can rely on them to grasp more knowledge and skills on their own in the context of structured group and independent activities without having to rely on an instructor as a “fountain” from which all information flows.

Adults learn best when they are personally involved. The more active people are in their own learning, the better the learning. If students are only called upon to passively listen to instructors, little learning occurs. When students interact in small groups, engage in role play, solve problems, prepare projects, and apply techniques in the workplace, their learning is deep and retention is long. For this reason, CAPS seeks to create situations for active learning.

Adults have many insights of their own. As individuals go through life, they gain new perspectives and insights based on the events which have occurred around them. When a group of adults with varied backgrounds and work experiences come together, the accumulated knowledge and wisdom can be overwhelming. To rely solely on one instructor’s thoughts for the content of a course would impoverish the educational experience. For this reason, discussion is highly valued in CAPS classes.

Adults can direct their learning to fill in gaps in their knowledge. Reading and research outside the classroom allow students to close the gaps between their current knowledge and the knowledge necessary to meet CAPS course objectives. Adults are able to recognize when there is still much to learn, and have the discipline and learning skills to focus on those areas where they need to concentrate most.

Adults learn well in groups. Group learning is widely recognized as an effective learning process. Peers tutor each other, there is emotional support, and friendships develop in groups, all of which results in a positive climate for learning. Ideas and

learning that would not have occurred individually occur in groups, resulting in the creation of synergy. Weaknesses in one student are offset by the strengths of others. Teamwork, cooperation, and leadership skills are fostered within groups.

Faculty - CAPS

Indiana Wesleyan University is a community of Christian scholars whose mission is to integrate faith into every aspect of life. Therefore, in selecting candidates, the institution seeks academically qualified professionals who enjoy a vital personal relationship with Jesus Christ, and who are excited by the prospect of integrating faith and learning. Four primary criteria are considered in the screening of candidates: Christian mission congruence, academic qualification, professional experience, and the ability to facilitate adult learning.

CAPS recruits, trains, and schedules Christian professionals whose academic qualifications and workplace experiences equip them to provide adult learners with a stimulating classroom environment. In doing so, CAPS maintains a quality faculty for all its programs.

CAPS employs a core of full-time faculty who are responsible for instruction and curriculum development in core discipline areas. These individuals also mentor and develop adjunct faculty in their fields of study.

All adjunct faculty candidates are screened through a rigorous hiring process which includes a series of interviews and an assessment session. Once approved, faculty are assigned to a mentor and attend orientation workshops.

CAPS provides opportunities for its full-time and adjunct faculty to regularly network with one another through faculty meetings, development workshops, and focus groups.

Communication with CAPS

Address

Indiana Wesleyan University
College of Adult and Professional Studies
1900 West 50th St
Marion IN 46953-9393
<http://www.indwes.edu/Academics/CAPS>
<http://myIWU.indwes.edu>

Administration

765-677-2352

Vice President and Dean

Office of Student Services

765-677-2359

Financial Aid Office

765-677-2516

Accounting

765-677-3265 or 765-677-2878

Resources

765-677-2854

Registrar's Office

765-677-2131

School of Business and Leadership

765-677-2345

School of Educational Leadership

765-677-1635

School of Liberal Arts

765-677-2385

Policies and General Information - CAPS

The right is reserved to change any of the rules and regulations of the university at any time, including those relating to admission, instruction, and graduation. The right to withdraw curricula and specific courses, alter course content, change the calendar, and to impose or increase fees similarly is reserved. All such changes are effective at such times as the proper authorities determine and may apply not only to prospective students but also to those already enrolled in the university.

CAPS - Academic Information (p. 242)

CAPS - Financial Information (p. 254)

CAPS - General Information (p. 261)

Academic Information - CAPS

Academic Calendar - Courses in adult and graduate programs are offered under the semester hour system but in a non-traditional academic calendar. Onsite core groups generally meet on the same day for the duration of the program. Online core groups meet in an asynchronous environment through Blackboard. Certain programs require students to complete project team assignments.

Catalog Governing Graduation - Students must meet the graduation requirements as stated in the university catalog under which they enrolled. Students who maintain continuous enrollment, who make normal progress toward a degree, and who earn their degree within a maximum of six years from the date of enrollment may meet the graduation requirements as stated in the catalog under which they enrolled. Students who withdraw from Indiana Wesleyan University for more than six months will meet the graduation requirements as stated in the catalog under which they resume enrollment. Students changing majors or programs must meet requirements as stated in the catalog that is current at the time they make such changes. The same holds true for students moving between schools and colleges. Students may at any time change from an earlier catalog to a subsequent current catalog, but must meet all requirements for graduation of that catalog. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

Core Requirements - The integrity of the CAPS programs requires that the core courses be met at Indiana Wesleyan University. Due to the nature of the programs, students can only be enrolled in one program at a time. Students are required to complete the first course of the core program with a passing grade in order to maintain enrollment with their original cohort. Each school determines the passing grade required for the specific programs within that school. In general, no waivers are allowed for courses taken at other colleges/universities. Certain graduate programs allow transfer credits.

Final class dates as established by the calendar will be the final date for completion of the core curriculum. No compressing or doubling of core work is permitted to accommodate earlier completion or graduation schedules.

Academic Advising

The purpose of academic advising is to acquaint the student with all available options for degree completion and ensure that the student successfully fulfills all requirements prior to the student's assigned graduation date.

An academic advisor is assigned to each individual student and advises that student throughout the duration of his or her academic program. Advisors are available to meet one-on-one with students at a regional location, and through phone, e-mail, etc.

It is important that students maintain contact with their academic advisor in order to ensure timely progression toward degree completion as well as appropriate scheduling for maximum financial aid benefit.

Academic Standing - CAPS

Academic Probation - Students enrolled in a CAPS program will be placed on probation if their **core** GPA at any time falls below:

- 2.00 for the associate programs
- 2.25 for baccalaureate programs
- 2.50 for the Biblical Studies program
- 3.00 for graduate programs
- 3.25 for the doctoral program

Students will be placed on probation if their **cumulative** GPA at any time falls below:

- 2.00 for the associate and baccalaureate programs
- 3.00 for graduate programs
- 3.25 for the doctoral program

Students are given two consecutive courses to satisfactorily raise their GPA. The GPA is reviewed after the second course, and if it has been successfully raised, the probationary status is removed. Academic suspension will result if the student's GPA is not successfully raised.

Academic Suspension - Academic suspension will result if:

- A student fails to clear the academic probationary status within the probationary period of two consecutive courses.
- A student has taken a course twice and failed to achieve a satisfactory grade. When this occurs, the student is ineligible to reapply for admission into the program in which the course was repeated. (Exception: students may take ENG-140/WRI-140 and ENG-141/WRI-141 as many times as necessary to achieve a passing grade.)

In all cases, the suspension will occur once the grades have been recorded in the Registrar's Office. Students will be notified of the academic suspension in writing. Application for readmission may be made after six months. The application must be made in writing to the Associate Dean of the specific school.

See the Graduate Studies in Leadership section (p. 285) for additional academic standing information of the doctoral program.

Academic Dismissal - Upon a second academic suspension in the same program, a student is not eligible to reapply to Indiana Wesleyan University.

Admission and Registration - CAPS

Indiana Wesleyan University welcomes applications for admission from any academically qualified person whose motivation is in keeping with the university's purposes. Admission is based on the careful review of all credentials presented by an applicant, but in no case is admission denied due to race, color, national origin, disability, religion, or sex. Students are admitted in one of the following categories:

- **Regular** - Students who satisfactorily meet all requirements will be granted standard admission with no restrictions.
- **Probation** - A graduate student whose entering grade point average (GPA) falls below the minimum required by the program may be accepted on probation. Probationary status will be removed after the student has completed the first three courses of the core with a satisfactory GPA (3.0). In case of extended probation, the number of courses to be completed in order to change status will be determined by the Associate Dean of the specific school. Any student failing to remove the probationary status will be academically suspended from the program.
- **Provisional** - Students whose files are incomplete may be accepted provisionally at the discretion of the Associate Vice President for Student Services if it appears from the available documentation that eligibility for the program has been met. The student is given until the end of the first course to submit the required materials. Failure to meet the required deadline will result in the student being dropped from the roster and not being allowed to continue.
- **Unclassified** - Students not pursuing a university degree who want to take certain courses for special reasons may be accepted for a maximum of 18 hours of undergraduate work or 12 hours of graduate work. Students receiving an unclassified status must reapply for regular admission if they desire later to pursue a degree program.

International/Non-English Speaking Students - Students who do not speak English as their first and primary language must submit satisfactory scores from one of the following prior to admission to the university:

- **Test of English as a Foreign Language (TOEFL)**. For undergraduate students, a score of at least 550 (paper-based), 213 (computer-based), or 79 (Internet-based) is required for regular academic admission. For graduate students, a score of at least 600 (paper-based), 250 (computer-based), or 100 (Internet-based) is required for regular academic admission.
- **International English Language Testing System (IELTS)**. For undergraduate students a score of at least 6.0 is required; for graduate students a score of at least 6.5 is required; for doctoral students a score of at least 7.0 is required for regular academic admission.

Student visas (I-20's) are not issued for students wanting to enter the United States to enroll in programs offered for non-residential students.

Registration - Registration occurs at the beginning of the student's core program. At this point, students are registered for all courses within the major. Therefore, if a student needs to miss an individual course, official withdrawal must be made through the Office of Student Services. Staff will work with the student to make arrangements to retake this class with another core group at a time that will minimize the impact on the student's financial aid. Students need to be aware that temporary withdrawals could impact their eligibility to receive financial aid based on the standards outlined in IWU's Satisfactory Academic Progress.

Students in programs that require additional credits outside the major are responsible to meet with their advisor to facilitate registration in these courses.

A student who has failed to make arrangements for the payment of tuition for a course will have registration in that course cancelled.

Attendance Policy - CAPS

Because of the delivery method of adult and graduate programs, attendance is required and monitored. Students are expected to be present for on-site class sessions and participate in online activity. Absences are allowed as follows:

- Under emergency circumstances, a student may be allowed one absence in courses that are five class sessions or fewer in length. Students need to contact the faculty member regarding make up work.
- Under emergency circumstances, a student may be allowed two absences in courses that are six or more class sessions in length. Students need to contact the faculty member regarding make up work.
- Under emergency circumstances, a student may be allowed four absences in courses that are sixteen or more class sessions in length. Students need to contact the faculty member regarding make up work.

If a student exceeds the allowed absences and does not contact the Office of Student Services to officially withdraw before the last class session, the instructor is directed to issue the grade of "F." Students who never attend a class and do not withdraw will be administratively withdrawn from the course and from all subsequent courses. Students must then go through the normal readmittance process.

Students who must miss a course due to unavoidable circumstances must arrange for a withdrawal with the Office of Student Services prior to the beginning of the course. Students needing to withdraw while in a course may do so by arrangement with the Office of Student Services prior to the end of the course, but the regular refund and academic withdrawal policies apply. Students will be charged a \$100 withdrawal fee.

Faculty members reserve the right to factor lateness, early departures, and class attendance into a student's grade, as long as it is addressed in the syllabus.

On-site Attendance Policy – The nature of the adult and graduate programs requires students to attend all class sessions. Class attendance records are maintained by the faculty member and submitted to the Office of Student Services.

- **Class Attendance Policy** – Students are expected to be present when class begins, and remain the entire workshop. To be counted present, a student must attend a total of three hours or more of a class that is four hours in length or four and one-half hours or more of classes that are six hours in length.
- **Project Team Policy** – Students are expected to participate in their project team activities.

Online Attendance Policy: Attendance is determined by activity during a workshop, either through discussions or submission of assignments. A student is reported absent for a workshop if there is not at least one submission (or posting) of an assignment or in a discussion forum assigned during that workshop.

See the Graduate Studies in Leadership section (p. 285) for the specific attendance requirements of the doctoral program.

Audit of Courses

A student who has been accepted into an Indiana Wesleyan University degree program or as an unclassified student may choose to audit specified courses within a core program or electives as follows:

- Audit registration is allowed on a space available basis.
- The current audit fee (\$25 per credit hour) must accompany the registration.
- Auditing a course gives one the right to attend the course. No credit or letter grade is given. The course will be indicated as an "AU" on the student's IWU transcript.
- The student auditing the course is not expected to participate in classroom or study group assignments, or to complete homework, quizzes, or tests.
- The faculty member is under no obligation to grade any work an auditing student chooses to submit or to give feedback on progress.

- The materials required for the course are optional for auditing students. If one wishes to purchase materials, the fees must accompany the registration.
- The student must meet course pre-requisites or be approved by the appropriate administrator of the specific college/school.
- No change may be made from audit to credit, or credit to audit, after registration closes.

Computer Requirements - CAPS

Students are expected to possess a computer throughout the duration of their program. Student computers must be able to run a supported browser for Blackboard and handle additional plug-ins as identified by the Learning Management System (LMS) company. Students should be able to produce, send, and receive documents that are compatible within the two most recent offerings of Microsoft Office to complete most of the assignments. IWU will offer support to students on only these two offerings of office software. Computer and Internet connection may need to be fast enough in some courses to watch streaming videos, participate in live meetings, upload large files, install software, and listen to audio lectures. In addition to these minimum expectations, participation in a CAPS course or program may entail additional computing and/or technology requirements.

Degree Requirements

Associate Degree

- Completion of core requirements.
- Cumulative GPA of 2.0 or higher.

Baccalaureate Degree

- Completion of 124 semester hours.
- Cumulative GPA of 2.0 or higher (2.5 for Social Work).
- Completion of core requirements with a GPA of 2.25 or higher (2.50 for Biblical Studies, 2.50 for Addictions Counseling, 2.70 for Social Work).
- Completion of 30 hours of general education requirements as specified.

Graduate Degree

- Completion of core requirements.
- Cumulative graduate GPA of 3.0 or higher.
- A grade of "C" or higher in each course. Some programs require a grade higher than a "C."

Doctorate Degree

- Completion of core requirements.
- Successful completion of the dissertation.
- Cumulative GPA of 3.25 or higher.
- A grade of "B-" or higher in each course.

See each program listing for individual program requirements.

In addition to the above, all degree candidates must settle all financial obligations in order to receive their diploma.

General Education Requirements - In addition to the regular core curriculum (major), a 30-credit general education core (p. 246) is required of all undergraduate students enrolled in an adult program. Bachelor core courses that fall into general education categories may not be used to fulfill both the core requirement and the general education requirement.

Minors - Bachelor degree students may take a minor subject as noted in each department. Most minor programs require at least 18-24 hours in the subject area. Each department offering the minor may specify required courses. A grade point average of 2.0 or higher, or as defined in each minor, must be earned in courses specified in the minor. No more than three hours of credit may be shared between a minor and a certificate. A maximum of six hours of credit may be shared between a minor and a major if permitted by the programs of study.

Second Majors - A second major may be declared with the Office of Student Services by any current student. A student must earn a minimum of 51 unique (unduplicated hours) between the two majors. No more than six hours of credit may be shared between a major and a certificate. A maximum of six hours of credit may be shared between a minor and a major if permitted by the programs of study.

After graduating with a baccalaureate degree, a student may add a major by completing the requirements of the major subject as listed in the current catalog. If no additional coursework in the proposed added major have been taken within 10 years of graduation, a minimum number of nine new credits in the major are required. New general education requirements will not need to be met to post an additional major. Students adding a second major are not eligible to participate in graduation again.

Graduate students may add a second major by completing the requirements of the major subject as listed in the current catalog and completing a minimum of 15 additional credit hours past the first major. Students adding a second major are not eligible to participate in graduation again.

Second Degrees - If an Indiana Wesleyan University graduate wishes to return to the university to earn a **second degree at the same degree level**, he or she may do so if pursuing a different degree and major. All current requirements for the second degree must be met, including general education requirements, and at least 30 additional semester hours must be taken.

Former Student Re-Enrollment

Students who have previously withdrawn from a program and have not attended classes for six months or more must complete an application for readmission from the Office of Student Services. Receipt of the application will initiate a review of the student's academic file to determine remaining requirements. A student who was academically suspended from an adult and graduate program may make application for readmission after six months. All students returning after six months or more will meet the graduation requirements as stated in the catalog under which they resume enrollment.

Former Indiana Wesleyan University students from the traditional programs who wish to apply to a program must go through the regular adult program admission procedure. Students who were academically suspended from the traditional campus and wish to apply to an adult program must meet the following criteria:

- All other program admission criteria met.
- At least two years have passed since the suspension OR the student has successfully completed 12 hours elsewhere.
- There are no other holds on the student's record.

General Education Requirements and Student Learning Outcomes

General Education Requirements - In addition to the regular core curriculum (major), a 30-credit general education core is required of all undergraduate students enrolled in non-residential education programs. This 30-credit general education core includes:

- Three semester credits in Biblical Literature.
- Three semester credits in Philosophy/Religion/Biblical Literature.
- Nine semester credits in English/Composition/Speech/Literature.
- Six semester credits in Social Sciences.
- Three semester credits in Math.
- Three semester credits in Science.
- Three semester credits in Fine Arts/Foreign Language.

Bachelor core courses that fall into general education categories may not be used to fulfill both the core requirement and the general education requirement.

General Education Learning Outcomes -

- Christian knowledge and integration: Students can utilize a Christ-centered, biblical worldview to inform their vision for and mission in life.
- Global Awareness: Students can relate the diversity and universality in global history, culture, and society to God's divine design.

- Critical Thinking: Students can think creatively and effectively as part of making informed solutions.
- Quantitative skills: Students can apply theoretical frameworks to real world applications.
- Communication: Students can convey ideas and facts in ways that demonstrate their development as leaders and world changers.
- Information Literacy: Students can apply proficiencies needed by citizens of an information abundant society.

Grade Appeal and Academic Policy Grievance

Indiana Wesleyan University follows generally accepted college and university practice in the development of academic policies, the operation of classrooms, and use of grading techniques. The university allows its instructors independence in following generally accepted practices. A student who wishes to appeal a course grade or an academic policy decision (including one believed to be discriminatory based on race, national origin, color, sex, disability, or age, including Title VI, Title IX, and Section 504), must abide by the procedures that follow.

Each stated time frame will be the ordinary process. More time may be necessary in the event of a lengthy investigation, hearing, illness, or other unforeseen circumstances. All grievances, with all documents, recommendations, and decisions, will be reported to the Associate Vice President for Academic Administration and Operations of the College of Adult and Professional Studies. Because the appeal process is a private university administrative process, legal counsel or representation is inappropriate.

Grade Appeal

A grade appeal involves only those situations in which a student believes that an instructor (a) has not followed fair grading practice or (b) has not followed his or her published grading policy. A student who wishes to appeal a grade based on one or both of these reasons must follow these procedures:

- The student must first contact the instructor for a full explanation of the grade given and the basis for making the grade.
- If there is no resolution, then the student may file a grade appeal request form, which can be obtained from the Regional Dean/Program Director or Chair. If a properly completed grade appeal request form is not received by the university within 30 days of the date the student's grade was sent, then the student will forfeit any further right to appeal.
- After the university receives the grade appeal request form, it will be forwarded to the instructor along with a faculty grade appeal response form.
- If the instructor agrees that the grade should be changed, the university will change the grade and notify the student.
- If the instructor does not agree that the grade should be changed, the university will notify the student and send a form that may be used by the student to request a review by the Academic Appeals Committee. If the university does not receive the form from the student within 15 days of the date the form was sent, then the student will forfeit any further right to appeal.
- Upon receipt of the request for committee review from the student, the matter will be brought to the next regularly scheduled Academic Appeals Committee meeting. (NOTE: The committee reserves the right to seek clarification from the student or the instructor). If the matter involves a member of the committee, then that individual will recuse himself/herself from deciding the appeal. The committee will notify the student of its decision, which will be final.

Academic Policy Grievance

An academic policy grievance involves those situations in which a student believes that the university has not followed published policies regarding an academic decision or discrimination based on race, national origin, color, sex, disability, or age, including Title VI, Title IX, and Section 504. A student who wishes to file an academic policy grievance must follow these procedures:

- Level 1 - The student must first contact the person who has made the decision for a full explanation of the policy and how the policy was followed. If the policy has been followed, then the student has no further recourse.
- Level 2 - If the policy was not followed or the student disputes the way in which the policy was applied, then the student may request that the matter be reviewed by the Regional Dean/Program Director or Chair by filing a form requesting such a review. This form may be obtained from the Regional Dean/Program Director or Chair. If the complaint involves the Regional Dean/Program Director or Chair, the student may request that the Associate Dean of the relevant school review the matter. If a properly completed form is not received by the university within 30 days of the date on which the event that

gave rise to the complaint occurs, then the student will forfeit any further right to appeal. The Regional Dean/Program Director or Chair (or, if applicable, the Associate Dean of the relevant school) will notify the student of the decision.

- **Level 3** - If the matter is not satisfactorily resolved, then the student may request that the Academic Appeals Committee review the matter by filing a form requesting a committee review. This form may be obtained from the Associate Vice President for Academic Administration and Operations. If the university does not receive a properly completed form within 15 days of the date on which the decision notice in level two was sent, then the student will forfeit any further right to appeal. The Academic Appeals Committee will notify the student of its decision, which will be final.

A student may seek recourse from any university nonacademic program or employment-related dispute, alleged discrimination on the basis of race, national origin, color, sex, disability, or age, including alleged violation of Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments Acts of 1972, Section 504 of the Rehabilitation Act of 1973, or other state or federal legislation. Further direction for this process can be found at Non-Academic Appeal Process (p. 17).

Grading and Evaluation

A letter grade is used in evaluating the work for a course. For the purpose of determining scholastic standing and awarding honors, grade points are granted according to the letter grades and semester hours of credit. The grade point average (GPA) is the number of quality points earned at IWU divided by the number of credit hours attempted at IWU.

Grade	Quality Points (per credit)	Definition
A	4.0	Superior
A-	3.7	
B+	3.3	
B	3.0	Above Average
B-	2.7	
C+	2.3	
C	2.0	Average
C-	1.7	
D+	1.3	
D	1.0	Passing
F	.0	Failure (Also given for unofficial withdrawals)

The following grades are not figured into the GPA:

W	Passing work at time of official withdrawal
I	Incomplete
CR	Credit
NC	No Credit
AU	Audit

Repeated Courses - A student may repeat once any course in which a grade below “C” (“C-,” “D+,” “D,” or “F”) was previously earned. Some specific graduate level courses are identified as repeatable and can be repeated if a student earns a grade higher than “C” but below the level required for that specific course. The course may be repeated once.

Whenever a course is repeated, the last grade and credits earned replace the previous grade in computing the student’s grade point average (GPA). All entries, however, remain a part of the student’s permanent academic record. Duplicate credit hours are not given for two or more passing efforts. A course taken in a classroom format may not be repeated for a grade through independent learning.

Since a course may be repeated once, failure to achieve a satisfactory grade in a course after two attempts will result in academic suspension and ineligibility to complete the major in which the course was repeated.

Incomplete Grades - Students are expected to complete the course requirements by the last class session. There may be instances when crisis circumstances or events prevent the student from completing the course requirements in a timely manner. However, the issuance of an incomplete cannot be given if the student fails to meet the attendance requirements. In these rare situations, a grade of “I” (incomplete) may be issued but only after completing the following process:

- The student must request an “I” from the instructor.
- The instructor must obtain approval from the appropriate Regional Dean/Program Director/Program Chair/Division Chair.

Because “incompletes” are granted only for extenuating circumstances, the student’s grade will not be penalized.

A student who receives an “incomplete” has 10 weeks from the final meeting date of the course to complete course requirements and turn them in to the instructor. If, at the end of the 10-week extension, the student has failed to complete the course requirements in order to receive a passing grade, the “incomplete” will become an “F.” A student with more than one incomplete on record is subject to academic suspension.

Grade Reports - At the end of each course, the instructor submits grades for each student. Grade reports are available online to the student and indicate courses taken, credits received, and grades assigned.

Transcripts - The student’s official transcript is prepared by the Indiana Wesleyan University Registrar's Office and will show the course, grade, credit, and dates of instruction for each course. Requests for transcripts of coursework at Indiana Wesleyan University must conform with the Privacy Act of 1974, which requires that all transcript requests be submitted in writing and signed by the student, for protection of the student's confidentiality. A transcript is official only when it bears the university seal.

It is university policy not to release a transcript if the student owes anything to the university or if he or she is delinquent on any loan received through Indiana Wesleyan University. A \$3 fee is charged for each transcript and must be enclosed, along with a complete address to which the transcript is to be mailed. Please provide a current address if request is to be sent to student's home. Students requesting a transcript should write to the Indiana Wesleyan University Registrar's Office, 4201 South Washington Street, Marion, IN 46953. For more information, call 1-765-677-2966 or <http://www.indwes.edu/Academics/Registrar/Transcript>

Graduation

Graduation Ceremonies - IWU graduation ceremonies are held three times a year. Degrees are conferred and posted to the student's transcript on these three dates only.

Eligible students are notified by the Office of Student Services of procedures and requirements concerning graduation.

Each student must complete an “Application for Graduation” provided by the Office of Student Services. This application indicates the student’s intent to graduate and initiates the final evaluation of the student’s academic record.

Students are also asked to inform the university as to whether they will be attending the ceremony. This allows the university to determine the number of tickets available for students who are attending. If a student cannot attend graduation due to unforeseen circumstances, the degree is still conferred; however, attendance at a future graduation is not an option.

Graduation Requirements - All requirements must be met and transcribed by the date established by the Office of Student Services (eight days prior to the commencement ceremony). Students taking internal or external coursework need to make sure that transcripts, grades, and scores can be received and transcribed by the deadline date.

Students may receive one degree only per commencement. Students meeting requirements for more than one degree must apply for and participate in two different ceremonies. Any university-approved dual degree program is an exception to this policy.

Students who have received a degree from IWU and have returned to meet requirements for an additional major at the same degree level will have the second major posted to their existing degree. The second major can only be posted at one of the three conferral dates, and students receiving the second major are not eligible to participate in another graduation ceremony.

Academic Honors (Baccalaureate Candidates) - Graduation Honors is a recognition given to baccalaureate students at commencement to acknowledge outstanding grade point averages earned. Eligibility for Honors is determined as follows:

- A minimum of 80 graded hours from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education. (NOTE: credit from ITT, International Business College, RETS College School of Nursing,

hospital schools of nursing, foreign institutions, CLEP/DANTES, military, and assessed learning does not count toward this requirement.)

- A minimum of 40 graded hours must be from Indiana Wesleyan University.
- For transfer students, all graded hours transferred and transcribed are counted.
- For students with transfer work, the Indiana Wesleyan University GPA will appear on the transcript and in the shaded portion of the Grade Report Mailer; the Honors GPA, which will include grades from transferred courses, will appear below the shaded portion on the Grade Report Mailer.

Baccalaureate degree candidates will be awarded Honors as follows:

- GPA of 3.5 or higher - “cum laude” (with honors).
- GPA of 3.7 or higher - “magna cum laude” (with high honors).
- GPA of 3.9 or higher - “summa cum laude” (with highest honors).

Diplomas - Diplomas are mailed after the conferment of degrees. Diplomas indicate degree earned, date of degree, major, specialization, and honors. A student’s financial account must be settled to receive a diploma.

Leave of Absence Policy

Indiana Wesleyan University understands there are life events that may require a student to modify class enrollment and schedules. The leave of absence policy is designed to allow students flexibility in their program enrollment to adjust to these life events. The leave of absence policy also extends to students the ability to make up any courses missed during the approved leave.

A student on an approved leave of absence will be considered enrolled at IWU and eligible for an in-school deferment for student aid loans. Federal financial aid and in-school deferment may be negatively impacted if a student fails to apply for the leave of absence or if the application is denied. **This impacts students who receive Title IV federal financial aid (Federal Pell Grants, Federal Supplemental Grants, Federal Stafford Subsidized or Unsubsidized Loans, Federal Parent Loans) or who want to have a federal student loan deferred from payment while in school.**

Students who will be out of attendance for a period of 29 days or more should request a leave of absence. Students out of class for less than 29 days are not eligible for a leave of absence, and a recalculation on current financial aid will be done. Students who are not on federal financial aid programs or who do not have a federal loan in deferment are not required to request a leave of absence.

Students needing to make a change in their schedule need to contact the Office of Student Services to process the registration change. At that time, the leave of absence request form will be mailed to the student. The Leave of Absence Application can be downloaded, or can be requested by calling the Office of Student Services at 765-677-1207. Students must request the leave within 21 days of initiating the registration change. The request for a leave of absence should be made prior to the date the leave is to start. The start date of the leave is the first date of the class or, if the class has already started, the date the registration change is initiated.

An approved leave of absence must meet the following criteria: the request must be received within 21 days of the registration change; the request must be made prior to the start of the leave (first day of class); the reason for the request must be one approved by IWU’s Leave of Absence Committee (military, medical, jury duty, loss of job, family emergency, employment emergency, transfer of coursework, passing pre-requisite requirement, transfer of core groups, changing programs, administrative cancelation of core classes, or other reasons as approved by the Leave of Absence Committee); appropriate documentation must be submitted if the request is submitted after the leave has started; the student must have an expected date of return; and, the leave of absence together with any additional leaves of absence must not exceed a total of 180 days in any 12-month period.

Documentation is required if the request for the leave of absence is made after the beginning date of the leave of absence and needs to address the nature of the reason for the request. Documentation for each circumstance will vary; the student is required to provide whatever paperwork from a third party will attest to the circumstance outlined on the application form. Examples would include physicians’ statements, letters from employers, letters from pastors or counselors, court documents, etc. Documentation is also required if a request is submitted after the 21 day deadline, and needs to address the reason for the delay in the submission of the request.

The leave of absence together with any additional leaves of absence must not exceed a total of 180 days in any 12-month period. Time in excess of 180 days will not be approved. A student may request an extension to a leave providing the request is made before the end of the leave, there are unforeseen circumstances which prevent the return from the leave, and the total number of days of approved leave do not exceed 180 in a 12-month period. A maximum of two leaves of absence are allowed during a 12-month period.

Failure to return from an approved leave of absence nullifies the approved leave and may have an impact on student loan repayment terms as well as the grace period. The first day of the leave will be reported as the beginning of the grace period for loan deferment. Students may return early from an approved leave of absence prior to the leave end date. The leave will be shortened according to the student's return date.

Students will not receive disbursements of Title IV student loan financial aid funds during the leave. Students are not deferred from making regularly scheduled payments to the Accounting Office for normal fees incurred. Any change in registration can impact current financial aid regardless of approval or denial of the leave of absence request. Questions about impact on current financial aid should be directed to the Financial Aid Office at 800-621-8667 ext. 2516. Students on an approved leave of absence will be reported as such and will be eligible for in-school deferment of previous loans. Students whose request for a leave of absence is denied will be reported as withdrawn and the grace period for loan repayment will go into effect.

Withdrawal/Change in Status

A student who finds it necessary to withdraw from the program or to take a temporary leave of absence is required to contact the Registration Change Counselor in the Office of Student Services to complete this process (registration.change@indwes.edu). Students must request the withdrawal from the Registration Change Counselor before the last class workshop. Failure to initiate an official withdrawal will result in a "No Credit" or an "F" grade for the student in those related courses.

A student who is temporarily withdrawing may request an individual leave of absence up to 180 days in a 12 month period. A student cannot request more than two leaves during a 12 month period, and the total number of days on leave may not exceed 180 days within a 12 month period. All leaves must be requested through the Office of Student Services.

If a student officially withdraws after a course has started, a grade of "W" will be assigned. An "F" will be assigned to a student who stops attending but does not officially withdraw. Students who never attend a class and do not withdraw will be administratively withdrawn from the course and from all subsequent courses. Students must then go through the normal readmittance process to return to class.

Students withdrawing from the first course of a core program must withdraw from the entire program and re-enter with another core group.

If, at a later time the student wishes to re-enter the program, a re-entry form must be submitted to the Office of Student Services. Students sitting out of a core program for more than 90 days are subject to a tuition increase upon returning. Students re-entering a core program after six months or more are subject to any changes in curriculum upon returning.

Any change in registration may have an impact on the student's financial aid. Students should always check with the financial aid office before initiating a registration change.

Project Teams

Global competition and accelerating change have challenged traditional notions of the corporate pyramid. Organizations seeking to improve quality and agility have replaced entire levels of management with self-managing work teams. For this reason, the skills needed for teamwork are at a premium in the workplace.

A team is essentially a small number of people with complementary skills, who are committed to a common purpose, a set of performance goals, and an approach to solving problems for which they hold themselves mutually accountable. But a team is more than just a collection of individuals. A true team develops an almost organic quality. The synergy produced through interaction involving a common goal should exceed what a group of individuals might achieve working independently. Thus, there is a significant difference between the product of a well-functioning team and the product of a work group where a piece of the problem is assigned to each individual.

Indiana Wesleyan University utilizes project teams and team projects in the curriculum because team process can enhance learning, especially in adult professionals. Students working in project teams are able to take on larger projects than they would be able to individually. This enables the university to present courses in a compressed format. Not only is learning enhanced through this method, but students also have the opportunity to develop teamwork skills. We believe project teams are a vital component to the education our students receive.

Project teams are typically comprised of self-selected teams of three to five individuals who meet as needed for class assignment preparation, team projects, and team presentations.

Individuals who work effectively in teams are characterized by the following abilities:

- Able to take responsibility for the success of the entire team and not just their own success.
- Able to hold both themselves and the team accountable for mutually agreed-upon goals.
- Able to negotiate goals and ideas in a team setting.
- Skilled at listening.
- Skilled at building on the ideas of others in a creative fashion.
- Able to give constructive feedback and express emotions to others without damaging relationships.
- Able to trust others and foster trusted relationships.
- Value team process.
- Understand the dynamics of team process and team product in pursuit of collective goals.

Transfer of Credit Policy - CAPS

Credit is granted for work with a satisfactory grade ("C" or above) taken at an approved college or university accredited at the same level, provided the courses are applicable to the curriculum the student wishes to pursue at Indiana Wesleyan University. An "approved college or university" generally refers to those institutions that are accredited by a regional accrediting body or the Association for Biblical Higher Education. The following are exceptions to the transfer policy and credits earned are not counted toward the honors GPA:

- Credits from International Business College and ITT Technical Institute are transferable into undergraduate programs only through evaluation of each individual course. Students are responsible to supply course syllabi for this evaluation. A maximum of 62 semester hours may be accepted through this process from these two institutions.
- Indiana Wesleyan University accepts official transcripts from the American Council on Education (ACE) located in Washington, D.C. ACE evaluates and provides credit recommendations for educational offerings for a significant number of corporate universities and other extra-institutional learning providers.
- Courses from nonaccredited colleges and universities and from schools/colleges/universities not accredited at the same level, such as proprietary business schools, vocational/technical schools, or other single purpose institutions may be presented through the evaluation of assessed learning process. A maximum of 40 hours may be accepted through assessed learning and/or ACE credit.

The University Registrar is responsible for approving the transferability of all credits. Credit hours accepted in transfer are recorded, but quality points and grades are omitted and used only for the determination of graduating with honors. All credits are accepted as semester credits. Quarter credits are converted to semester credits using the two-thirds conversion ratio.

Credit through examination (CLEP, DSST, AP, institutional examinations) or assessed learning is not accepted in transfer from another institution's transcript. Credit through examination is awarded through Indiana Wesleyan University with official test scores from an official testing center. Credit from nontraditional learning by life experience is awarded through the IWU's assessed learning process. The Associate Vice President of Student Services is responsible for the assessment of all nontraditional learning, and the University Registrar is responsible for approving the transcription of any credits that result.

Transcripts from foreign institutions - may need to be sent to an outside agency for evaluation and determination of transferable credits, degrees, and GPA. If this outside review is necessary, students are responsible for the initiation of this evaluation and for any fees incurred during the process. Applications for this service are available to the student through the university.

Ways to Earn University Credit toward a Degree

Students have several options for completing general education/elective requirements for a baccalaureate degree.

CLEP/DSST Examinations

Indiana Wesleyan University offers CLEP and DSST tests as an option for students needing to fulfill general education and elective credits for a baccalaureate degree. The CLEP (College Level Examination Program) examinations are offered by The

College Board, a nonprofit membership organization that provides tests and other educational services for students, schools, and colleges. CLEP is the most widely accepted credit-by-examination program in the country. The DSST (DANTES Subject Standardized Tests) examinations, originally developed for military personnel, are offered by Prometric.

Students may take both CLEP and DSST examinations at Indiana Wesleyan University at all regional education centers. Upon receipt of the official test scores, Indiana Wesleyan University will award credit based on The American Council on Education recommendations.

Students desiring to take an examination will pay a registration fee to IWU and test fee to the company sponsoring the test. In addition, students who choose to take CLEP or DSST tests are assessed an IWU transcription fee of \$25 per credit hour satisfactorily completed. This applies to all CLEP/DSST credits which are placed on Indiana Wesleyan University records whether taken at Indiana Wesleyan University or accepted in transfer. Credit is not placed on the academic record until payment for the credits and the official transcript are received. Before taking a CLEP/DSST test, students should check with an academic advisor to ensure the test will apply toward degree completion plans.

Undergraduate Elective Offerings

The undergraduate elective program enables students to complete the credit requirements they may need for graduation. These electives include classes that satisfy general education requirements as well as elective credit. The elective classes are offered in key locations and in an online format and are scheduled to match the credit needs of our students. Most elective classes are “enrollment driven,” which means there must be at least six students registered for the class to meet.

A complete listing of undergraduate electives is published twice yearly (normally in November and May). See the Undergraduate Electives listing for additional information or <http://www.indwes.edu/Adult-Graduate/Undergraduate-Electives/>.

Prior Learning Assessment Portfolio

Indiana Wesleyan University assesses students’ non-credited learning for academic credit toward an undergraduate degree. Non-credited learning is that which has taken place outside the traditional college classroom. The Council for Adult and Experiential Learning (CAEL), an educational association founded in 1974 to promote the acceptance of the awarding of university credit for experiential learning, has led the way in developing and implementing assessment techniques. Indiana Wesleyan University uses the guidelines developed by CAEL.

The student-prepared Prior Learning Assessment portfolio is the most commonly accepted method used to evaluate non-credited learning. These portfolios are collections of narratives and documentation which articulate a student’s academically relevant, non-university learning. Portfolios can vary greatly in form and content, but in their preparation all students assume the responsibility for self-analysis, preparation, and presentation. The preparation itself is a learning experience.

At Indiana Wesleyan University the purpose of the portfolio is twofold:

- The portfolio enables Indiana Wesleyan University to evaluate and assign university credit for a student’s university-level learning. No grades are assigned; only credit awarded.
- The portfolio represents a learning plan which helps integrate prior learning experience with the student’s educational and professional objectives.

The student is responsible to develop the portfolio independently, following guidelines provided by the Coordinator of Prior Learning Assessment. The PLA Portfolio Instructions include all information necessary to prepare and submit material for evaluation. All assessment of items submitted is performed by faculty assessors whose knowledge and expertise qualify them to evaluate learning gained through experience.

The portfolio will be viewed only by those who have an official reason for doing so: the assessment staff, faculty evaluators, and accrediting association members. Any data from portfolios that may be made public will be generalized and will in no way be attributed to an individual unless the individual student has given a signed authorization. Students are also advised not to include any materials in the portfolio that will violate the legal and moral rights to privacy of other individuals.

In preparing the portfolio, the student must pause and recollect a history of learning and growth in order to develop a meaningful “learning autobiography.” The student describes and analyzes learning experiences and then provides documentation that clarifies and validates the learning, e.g., letters, statements, products of work according to the PLA Portfolio Instructions.

The Indiana Wesleyan University Honesty, Cheating, Plagiarism, and Forgery Policy (p. 17) also applies to the Prior Learning Assessment Portfolio.

Undergraduate students accepted to or enrolled in the General Studies associate degree program or any of the baccalaureate degree completion programs are eligible to complete a Prior Learning Assessment portfolio. Graduate students may not apply for prior learning credits. Credit hours awarded may be counted toward general education or elective requirements as applicable to the undergraduate degree. Baccalaureate students may earn a maximum of 40 hours of credit through the portfolio; General Studies associate degree students may earn a maximum of 18 hours. Undergraduate students may use portfolio credit to accrue toward the 60 hours of credit required for admission to the core curriculum.

The student must be in good standing at the university, both financially and academically, when a portfolio is submitted. Applicants denied entry into a degree program or students who are suspended are not eligible to complete the portfolio process.

Credit by Transfer

Students may transfer credit from another university to fulfill general education and elective requirements for applicable degrees. Credit can only be transferred from an institution accredited by a regional accrediting body or by the Association for Biblical Higher Education and for courses in which a grade of "C" or higher was earned. All credits are accepted as semester credits. Quarter credits are converted to semester credits using the two-thirds conversion ratio. Students should check with an academic advisor before planning to fulfill requirements in this way. See "Transfer of Credit Policy" for limitations on transfer work.

Financial Information - CAPS

Fee Structure - Degree Programs

Students are advised of financial obligations for their degree seeking (core) program during the registration process. A schedule of payments and analysis of fee structures, along with due dates, is outlined. Students are expected to meet these obligations according to the schedule. Any questions regarding payments or problems associated with making those payments should be directed to the Accounting Office.

Students who have applied for financial aid are responsible for all tuition and fees in the event it is determined they are ineligible for financial aid, decline the financial aid, or withdraw from the program prior to completing the academic award period. Students receiving military or corporate assistance who have received prior approval from the university for direct billing are required to pay their share of tuition and fees and submit appropriate assistance documents by the assigned due date. The deferral program in no way relieves the student of the financial obligation to the university and the student retains full responsibility for ensuring that all tuition and fees are paid in full and in a timely manner.

Indiana Wesleyan University reserves the right to suspend students from class attendance for failure to meet financial obligations.

Indiana Wesleyan University reserves the right to change the tuition and fee schedule at any time. Students who remain registered in their initial core group making satisfactory academic progress shall have their tuition and fees guaranteed. A \$50 late fee is charged each time a payment is received after the due date. There will be a fee charged for any check returned due to non-sufficient funds. If collection of tuition, book charges, and/or fees becomes necessary, all costs of collection, court costs, and attorney fees are the responsibility of the student.

Refund Policy - Degree Programs

1. Any student withdrawing after attending only the first class session of the program or orientation will be assessed a \$100 fee. All other tuition will be refunded. Book charges and educational resource fees are nonrefundable.
2. After a student has attended two class sessions of the program, tuition, application fees, and educational resource fees are not refundable.
3. Tuition is refunded according to the following policy for all subsequent courses:
 - Notification of withdrawal prior to the first class session of a course - full tuition refund.
 - Notification of withdrawal prior to the second class session of a course - 90% tuition refund.
 - Withdrawal after second class session or after the seventh day of an online class - no refund.
4. In compliance with federal regulations for the student who has received financial aid, the refund will be returned to the appropriate aid sources.

5. Book fees are not refundable once the student has attended one class session or if the books have been marred in any way prior to that time.
6. Students who are unable to complete a course or who receive an unsatisfactory grade for their specific program will be allowed to repeat that course with another group of students if arrangements are made with the Registration Change Counselor. Tuition and fees will be charged for repeating the course.
7. Decisions regarding refunds are made by the appropriate Accounting Office, and in isolated cases, by the Financial Appeals Committee.
8. Indiana Wesleyan University will comply with any state mandated refund policies that govern refunds for students matriculating within the state in question. For a detailed listing of state-specific refund policies, please visit <http://www.indwes.edu/About/Student-Consumer-Information/State-Specific-Refund-Policies>

Fee Structure - Elective Courses

Students are advised of financial obligations during the registration process. The breakdown of fees and due dates is included in the Electives Schedule. Students are expected to meet these obligations according to the schedule. Any questions regarding payments should be directed to the Elective Accounting Office.

All outstanding balances must be cleared before future registrations will be approved. Indiana Wesleyan University reserves the right to suspend students from class attendance for failure to meet financial obligations. There will be a fee charged for any check returned due to non-sufficient funds, as specified in the Electives Schedule. If collection of tuition, book charges, and/or fees becomes necessary, all costs of collection, court costs, and attorney fees are the responsibility of the student.

Refund Policy - Elective Courses

If a student withdraws before the course begins, all tuition payments may be refunded.

Students who withdraw after the first class session will be assessed 10% of the course tuition and the book fee. All outstanding balances must be cleared before future registrations will be approved.

Students who withdraw after the second class session (or after the seventh day of an online course) will not be eligible for a refund. Withdrawal from an elective course may affect a student's financial aid. Call the Financial Aid Office for information.

Indiana Wesleyan University will comply with any state mandated refund policies that govern refunds for students matriculating within the state in question. For a detailed listing of state-specific refund policies, please visit <http://www.indwes.edu/About/Student-Consumer-Information/State-Specific-Refund-Policies>.

Student Account Appeals

A written appeal may be submitted to the accounting office that assessed the charge. If the disputed charge cannot be reconciled with the accounting office, a written appeal can be submitted to studentaccountappeals@indwes.edu with all supporting documentation.

- All pertinent information will be obtained and compiled by the Appeals Committee.
- The disputed charge will be reviewed by the Appeals Committee.
- If necessary, an appeal may be reviewed by the Program Director.
- Appeals must be submitted within 30 days of the last date of attendance for the course in question.

All appeals will receive a response within 15 days after the written appeal has been received.

Financial Aid - CAPS

General Eligibility Requirements

In order to receive federal and/or state student financial aid, students must meet the following criteria:

- Must have completed the Free Application for Federal Student Aid (FAFSA) including signing the certifying statements that the student is not in default on a federal student loan and does not owe a refund on a federal grant and that the student will use federal student financial aid for educational purposes only.
- Must be a U.S. citizen or eligible noncitizen.

- Must have a valid Social Security number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau).
- Must be enrolled as a regular student (cannot be unclassified) in an eligible degree or certificate program.
- Must maintain Satisfactory Academic Progress (SAP) as outlined in IWU's SAP Policy.
- Must show qualification to obtain a college education by having a high school diploma, GED certificate, or a high school education in a homeschool setting approved under state law.
- *Per federal regulations, incarcerated students are not eligible for federal student financial aid. Incarcerated students or students who become incarcerated after receiving federal student financial aid funds should contact the Financial Aid Office.*
- Must maintain enrollment in classes.
 - No longer than 180 days may elapse between classes in any 12 month period, and a leave of absence must be requested through the Office of Student Services. In the case there is an approved break between classes 180 days or less, a leave of absence will be reported to the lender, but no loan repayment will be required. For a break between classes of more than 180 days, the university is required to report non-enrollment information to the lender, and the student will be required to begin repayment of any student loans (see your loan promissory note for further information). If additional circumstances arise that prohibit the student from returning to class as scheduled, the student should contact the Financial Aid Office to discuss options.
 - Any changes in registration, such as withdrawals or cancelled courses, may result in cancellation or reduction of any or all student financial aid. In such cases, the student is responsible for any remaining balance on the student account. A student who requests the credit balance from his or her IWU student account and then makes registration changes may be required to repay funds to the university and/or to the student financial aid programs.

Types of Student Financial Aid Available

The following types of student financial aid are available to persons enrolled as degree-seeking students who meet the eligibility criteria for the aid type. Complete fund profiles may be found online at www.indwes.edu/Financial-Aid/Adult-and-Graduate/Types-of-Aid.

Federal Pell Grant – is a federal need-based grant that does not require repayment. The Pell Grant is available only to undergraduate students who have not earned a bachelor's or professional degree and who have not met their maximum lifetime eligibility, which is the equivalent of 6 school years. Recipients must complete the Free Application for Federal Student Aid (FAFSA) and show financial need. Students enrolled in either core or elective courses are eligible for Pell Grant consideration if all other criteria are met. The award amount is based on the Expected Family Contribution found on the Student Aid Report, a student's enrollment status, the cost of attendance, and the number of credit hours a student will complete during the particular Pell award period. The maximum award amount for the 2013-2014 award year is \$5,645.

Federal Supplemental Educational Opportunity Grant (FSEOG) – is a federal grant that does not require repayment and is available to undergraduate students who have not earned a bachelor's or professional degree. Eligibility is determined by answers provided on the FAFSA form with priority to Federal Pell Grant recipients. The maximum award amount for the 2013-2014 award year is \$400. Awards are made to eligible recipients until all funds have been exhausted.

Federal TEACH (Teacher Education Assistance for College and Higher Education) Grant – is a federal grant that, when all service obligations are met, does not have to be repaid. The grant provides up to \$3,760 per academic year to students in one of IWU's Masters of Education programs who intend to teach in a high-need field at a public or private elementary or secondary school that serves students from low-income families. Grant recipients must teach for at least four academic years within eight calendar years of completing the program of study for which the grant was received. For students who fail to complete the service obligation, all amounts of TEACH grant funds received are converted to an unsubsidized Federal Direct Loan, which carries a 6.8% interest rate, that must be repaid. Interest is charged from the date the grant(s) disbursed.

Indiana State Aid – consists of the Frank O'Bannon Award and the 21st Century Scholars Award. For the Frank O'Bannon Award, eligible students must be Indiana residents in an undergraduate program and attending full-time, eligible for federal student financial aid, whose FAFSA was received by the federal processor on or before the March 10th state filing deadline, and who demonstrate financial need as defined by the Indiana Commission for Higher Education, Division of Student Financial Aid. Any required corrections to the student's FAFSA must be received by the federal processor by May 15th. Students may take courses that meet at a site located within Indiana or online. The Frank O'Bannon award is a tuition only grant. Tuition reimbursement that a student receives may affect the amount of the state grant award. Funds are awarded in one payment per

term. Please refer to the state website at <http://www.in.gov/ssaci/2345.htm> for eligibility requirements for the 21st Century Scholars Award.

Students first entering college in the 2013-2014 academic year (7/1/13 and after) will be required to meet certain completion requirements to renew state awards in 2014-2015. Students must complete at least 30 credit hours during their first year of college to remain eligible for the maximum award. Students who complete at least 24 credit hours during their first year will remain eligible for state aid but will receive an amount less than a student who completes 30 credit hours. Students who entered college prior to 7/1/13 must be enrolled in 12 credit hours between July 1 and December 31 (fall term) and/or January 1 and June 30 (spring term) to receive an award but are not subject to completion requirements.

Kentucky State Aid – consists of the Kentucky Tuition Grant (KTG) and the College Access Program (CAP) Grant. Students must be Kentucky residents in an undergraduate program and eligible for federal student financial aid. Students whose FAFSA was received by the federal processor on or before the March 15 state filing deadline are given priority consideration for the KTG. Eligible students must be enrolled in 12 credit hours between July 1 and December 31 (fall term) and/or January 1 and June 30 (spring term). Funds are awarded in one payment per term. Students whose FAFSA was received by the federal processor on or before the March 15 state filing deadline and who demonstrate financial need as defined by the Commonwealth of Kentucky are given priority consideration for the CAP grant. Eligible students must be enrolled in 6-12 credit hours between July 1 and December 31 (fall term) and/or January 1 and June 30 (spring term). Funds are awarded in one payment per term. Only courses taken at a site located within Kentucky may count toward the credit hour requirement for each of these grants. Online classes are not considered when determining Kentucky state grant eligibility. Tuition reimbursement that a student receives may affect the amount of the state grant award.

Ohio State Aid – is the Ohio College Opportunity Grant Program (OCOG). This program provides need-based tuition assistance to Ohio students from low to moderate-income families. Students must be Ohio residents in an undergraduate program, eligible for federal student financial aid, and whose FAFSA was received by the federal processor on or before the October 1 state filing deadline. Eligible students must be enrolled in 12 credit hours between July 1 and December 31 (fall term) and/or January 1 and June 30 (spring term). Funds are awarded in one payment per term. Only courses taken at a site located within Ohio may count toward the credit hour requirement. Online classes are not considered when determining Ohio state grant eligibility. The OCOG is a tuition only grant. Tuition reimbursement that a student receives may affect the amount of the state grant award.

William D. Ford Federal Direct Loan – is available to students who file the FAFSA and all other required student financial aid forms and who meet all federal criteria for eligibility. The maximum annual loan amounts for dependent students are \$5500 for freshmen, \$6500 for sophomores and \$7500 for juniors and seniors. The maximum annual loan amounts for independent students are \$9500 for freshmen, \$10,500 for sophomores, \$12,500 for juniors and seniors, and \$20,500 for graduate students. Lifetime maximum borrowing limits are \$57,500 for undergraduate programs and \$138,500 for graduate programs (including undergraduate borrowing). For students who demonstrate financial need, the federal government subsidizes loan interest for a portion of the total annual loan amount while the student is enrolled in school. Interest rates are set on July 1 each year and are fixed rates. For July 1, 2013, through June 30, 2014, the interest rate is 3.86% for subsidized and unsubsidized Direct Loans.

A student's total financial assistance, including loans, may not exceed the calculated cost of attendance for the program. Students with unsubsidized loans may elect to make monthly interest payments to the lender or allow the accumulated interest to accrue until repayment, which begins six months after the student ceases to be enrolled as at least a half-time student. Upon graduation or termination of studies, the student is given a six-month grace period during which no interest or principal payments are due on subsidized loans and during which only interest accrues on the unsubsidized loans. The standard minimum monthly payment is \$50, but the amount varies based on the total amount of the outstanding loans upon which the student is paying and the type of repayment plan the student has chosen.

Undergraduate PLUS Federal Direct Loan – is a federal loan with a fixed 6.41% interest rate available to parents of dependent undergraduate students who have remaining cost of attendance not met by unsubsidized William D. Ford Federal Direct Loans. This is a credit-based federal loan.

Graduate PLUS Federal Direct Loan – is a federal loan with a fixed 6.41% interest rate available to graduate students who have remaining cost of attendance not met by subsidized/unsubsidized William D. Ford Federal Direct Loans. This is a credit-based federal loan.

Active Duty Military Discount – is a tuition discount to all active duty military personnel, including members of the Reserves and National Guard, and spouses of the aforementioned military personnel. Students must submit an Active Duty Military Discount application, available by calling Student Account Services at 800-621-8667 ext. 2878.

Yellow Ribbon Award – is an award that does not have to be repaid and is available to eligible students who receive Chapter 33 GI Bill benefits. The amount eligible students receive reflects 50% of the tuition expenses that exceed the highest public in-state undergraduate tuition rate. The VA matches that contribution to fully cover the tuition costs.

Ministerial Student Aid Program – is a loan program administered by The Wesleyan Church through the Department of Education & Clergy Development and is available to undergraduate and graduate students in an approved ministry program. The loan only becomes a grant as the recipient serves The Wesleyan Church under a qualifying appointment. Applicants should understand that in requesting aid from this program they are applying for a loan, which must be either repaid or cancelled through service. General eligibility requirements include, but are not limited to: local church membership, district approval, and enrollment form submission. For each year (September 1 through August 31) of full-time district appointment in The Wesleyan Church following studies, 20% of the loan is cancelled once the service is rendered and reported. Cancellation cannot be given in the same church year that one receives loan-grant funds.

Loan Repayment Chart

Interest Rate	5%	6.5%	8%
Amount Borrowed	Monthly Payment Amount		
\$5,500	\$58	\$62	\$67
\$8,500	\$90	\$97	\$103
\$15,000	\$159	\$170	\$182
\$20,000	\$212	\$227	\$243
\$30,000	\$318	\$341	\$364
\$40,000	\$424	\$454	\$485
\$50,000	\$530	\$568	\$607
\$60,000	\$636	\$681	\$728
\$70,000	\$742	\$795	\$850

How to Apply for Student Financial Aid

Students who wish to be considered for federal and/or state student financial aid must complete the application process online at www.indwes.edu/Financial-Aid/Adult-and-Graduate/Apply-For-Aid:

- Complete the Free Application for Federal Student Aid, or FAFSA (direct link www.fafsa.gov). You must list IWU's Title IV Code, 001822, in step six of the FAFSA or IWU will not receive your FAFSA information from the federal processor.
- Complete the IWU Financial Aid Request Form. Under the Additional Aid Source(s) section, you must disclose any additional funding you may receive from employer reimbursement, vocational rehabilitation, or private scholarships to help pay for your education.
- Complete the Loan Entrance Counseling Session and William D. Ford Federal Direct Loan Master Promissory Note online at <https://studentloans.gov/mydirectloan/index.action>. You must have an established Federal Student Aid PIN in order to complete these items. It may be necessary to wait three days from the time you first apply for your PIN before trying to sign in to this website. For each item, you must enter "Indiana" in the School State field even if you attend classes in another state or online.
 - Entrance Counseling Session: Select Complete Counseling, and on the next page click on the Start button beneath the Entrance Counseling heading (not to be confused with Financial Awareness Counseling or Exit Counseling). Add IWU as a School to Notify and select the appropriate counseling type for your current degree pursuit (undergraduate or graduate).
 - Master Promissory Note: Click on Complete MPN from the menu and select Subsidized/Unsubsidized from the next page.

Once the above steps have been completed, be certain to:

- Respond to requests for additional information from the Financial Aid Office. You may be asked to complete a verification worksheet and to provide a copy of your federal income tax return transcript (and your spouse's or parents' federal income tax return transcript, as appropriate) as required by federal regulations.
- Provide documentation showing any amount of assistance provided by other agencies (i.e., tuition reimbursement from your employer, vocational rehabilitation benefits, scholarships from local business, etc.).
- Fully complete all forms. Forms filled out incorrectly or submitted to the wrong office or location could delay your student financial aid award.

How Eligibility is Determined and Student Financial Aid is Awarded

- All forms and information submitted online must be received in the Financial Aid Office before eligibility can be determined. In general, award amounts are based on a student's Expected Family Contribution found on the Student Aid Report, a student's enrollment status, the cost of attendance, and other estimated financial assistance. The Financial Aid Office will award a student for his or her maximum eligibility in scholarship, grant, and loan funds unless otherwise instructed in writing.
- Students must be scheduled for a full academic year, according to the academic year definition for the program in which the student is enrolled, or to degree completion for student financial aid to be awarded. Any changes to planned enrollment may affect the amount and/or disbursement date(s) of aid for which the student may qualify.
- The Financial Aid Office will email notification to the student email account that financial aid has been awarded and is available for review online via the student portal at <https://myiwu.indwes.edu>. This secure website will indicate the types and amounts of aid for which the student qualifies. The student must submit a written request to the Financial Aid Office via email, fax, or US mail to decline all or a portion of the awarded aid. Otherwise, all awarded aid will disburse to the IWU student account, as appropriate. The student does not need to contact the Financial Aid Office to accept an awards package.

How and When Student Financial Aid is Disbursed

Federal Pell Grant is disbursed as a credit to the IWU student account in one payment per award period.

Federal SEOG is disbursed as a credit to the IWU student account in one payment per award period.

Federal TEACH Grant is disbursed as a credit to the IWU student account in one payment per award period.

Federal Direct Loans are originated shortly after classes have begun. The funds are applied as a credit to the IWU student account, typically in two disbursements per academic year. For new undergraduate students, or students entering a new undergraduate program, the first disbursement funds will be placed on the IWU student account 30 days after the start of the first course. Disbursements for subsequent award periods typically occur 14-21 days after the start of the new award period and successful completion of the prior award period has been confirmed.

Indiana State Aid is disbursed as a credit to the IWU student account in one payment per term. Indiana state grants can only be applied toward tuition costs.

Kentucky State Aid is disbursed as a credit to the IWU student account in one payment per term.

Ohio State Aid is disbursed as a credit to the IWU student account in one payment per term. Ohio state grants can only be applied toward tuition costs.

All other types of aid are awarded and disbursement dates set as the necessary paperwork is received.

All financial aid forms and information submitted online must be received at least three weeks before a planned class start.

Applying for student financial aid does not remove responsibility for payment. If the funding is not received, the student must pay all outstanding balances immediately.

Satisfactory Academic Progress (SAP)

Students are expected to maintain Satisfactory Academic Progress toward the completion of their course of study. This includes:

- Enrolling in and attending class as well as completing assignments and projects.

- Earning at least the minimum GPA required to maintain good academic standing in the student's primary degree or certificate program. Students on academic probation will be allowed to receive student financial aid on SAP Warning. Such students must improve their academic measurements to meet the required standards by the designated time frame or eligibility will be terminated.
- Earning passing grades in a minimum of 67% of all credit hours attempted.
- Completing the program within 150% of the credit hours normally required to complete the course of study (i.e. if the program requires 124 credit hours to complete, then the student may attempt no more than 186 credit hours) or by the designated time frame.

Academic progress is reviewed after the end of each payment period. Students who fail to make satisfactory academic progress will be placed onto SAP Warning or Suspension, as appropriate, per the policy requirements. Students with mitigating circumstances (which may include, but is not limited to, death in the family or grave illness of the student or close family member) may appeal termination of federal student financial aid eligibility due to failure to make academic progress by submitting a SAP Appeal Form, written explanation, and adding supporting documentation to the SAP Appeals Committee through the Financial Aid Office. The entire SAP Policy is available for review online at www.indwes.edu/Financial-Aid/Adult-and-Graduate/Resources/.

Withdrawals and Refunds

If a student finds it necessary to withdraw from the program, withdraw from a course or courses without an approved leave of absence, or to take leaves of absence that exceed 180 days in a twelve month period, a federal student financial aid Return of Funds calculation will be performed. This calculation determines how much federal student aid has been earned and is based on the number of days attended during the payment period when the student withdraws. The amount of federal student financial aid funds to be returned by IWU to the funding source is based on the amount of those funds that the Return of Funds calculation determined were not earned by the student. The following is an example of the Return of Funds calculation:

- The student begins class on June 28 and the payment period runs until January 17.
- The student withdraws from the program on October 4.
- The payment period has 152 calendar days in it (not including break periods) and the student completed 86 days which is 56.6% of the payment period.
- The amount of the refund will be 43.4% of the federal student financial aid funds received.

The Financial Aid Office will determine the amount of the refund that is owed by IWU and the amount, if any, that is owed by the student. A letter will be sent to the student indicating the results of the Return of Funds calculation and the amount of the refund, if any. The student will earn 100% of the federal student financial aid funds received for the payment period if the Return of Funds calculation shows the student completed 60% or more of the payment period.

Funds will be returned to the federal student financial aid programs in the following order: Unsubsidized Federal Direct Loan, subsidized Federal Direct Loan, Federal Perkins Loan, Federal Direct PLUS Loans, Federal Pell Grant, Federal SEOG, Federal TEACH Grant and other Title IV grants. The student will have 45 days to contact the Financial Aid Office to make arrangements to repay any federal grants that are owed by the student. Failure to make arrangements or to pay back the federal grants will mean the student is no longer eligible to receive federal student financial aid at any institution until full repayment.

Student's Rights and Responsibilities

A student has the right to know:

- What financial assistance is available, including information on all federal and state programs.
- The deadlines for submitting application for each of the student financial aid programs available.
- The cost of attending the school's programs and the school's refund policy.
- The criteria used by the institution to select financial aid recipients.
- How the school determines your financial need. This process includes how costs for tuition and fees, books, and living expenses are considered in your budget.
- What resources (such as employer reimbursement, other financial aid, etc.) are considered in the calculation of your need.
- How much of your financial need, as determined by the institution, has been met.

- An explanation of the various programs in your student financial aid package. If you believe you have been treated unfairly, you may request reconsideration of the award that was made to you.
- What portion of the student financial aid you received must be repaid, and what portion is grant aid. If the aid is a loan, you have the right to know the loan interest rate, the total amount that must be repaid, the payback procedures, the length of time you have to repay the loan, and when the repayment is to begin.

A student's responsibilities:

- Review and consider all information about the school's program before you enroll.
- Complete all application forms accurately and submit them in a timely manner to the correct address.
- Pay special attention to, and accurately complete, your application for student financial aid. Errors can result in delay of receipt of your student financial aid funds. Intentional misreporting of information on application forms for federal student financial aid is a violation of law and is considered a criminal offense subject to penalties under the U.S. Criminal Code.
- Return all additional information, verification, corrections, and/or new information requested by either the Financial Aid Office or the FAFSA central processor.
- Accept responsibility for all agreements you sign.
- If you have a loan, notify the lender of changes in your name, address, or school status.
- Know and comply with the deadline for application or reapplication for aid.
- Know and comply with the school's leave of absence or withdrawal policy/procedures.
- Repay student loans in agreement with the loan promissory note.

Further Information

The Financial Aid staff is here to assist in any way possible. If you have questions about any information pertaining to student financial aid, please contact: Financial Aid Office, CAPS, Indiana Wesleyan University, 1900 W. 50th Street, Marion, IN 46953-9393. Voice 800-621-8667 ext. 2516, 765-677-2516, Fax 765-677-2030, Email apsfinaid@indwes.edu.

General Information - CAPS

Books and Materials

Indiana Wesleyan University's programming for non-residential students has been, in part, designed to serve the needs of busy, working, adult students. With this in mind, our normal processes within the majority of our programs include IWU procuring all of the required textbook and resource materials for our students and shipping them directly to the address most convenient for the student. This is a service we are happy to provide, and is one that we believe allows our students to focus more of their valuable time on their coursework and learning.

We do, however, understand the desire for individual students to seek to maximize their educational dollars in various ways. This need prompts IWU to allow students the opportunity to choose their own personal textbook and materials procurement option. This choice will allow a student to opt out of Indiana Wesleyan University's standard textbook and materials procurement and distribution processes and secure their required materials in whatever manner they so decide. More information about this option can be obtained by contacting IWU's Textbook Distribution Department at textbook.distribution@indwes.edu or 1-800-621-8667 extension 2854.

For students choosing to participate in IWU's normal material procurement and distribution methods, books and other course materials will be provided and will be delivered on or prior to the first class session. "Sharing of materials" is not an option and all books/materials must be purchased directly from IWU by each student. Students receive payment schedules during the registration process which indicate the total amount charged for books and materials. The university does have an arrangement with a vendor who conducts "book buybacks" several times a year for all IWU students. Students desiring more information may contact the traditional campus bookstore at 866-468-6498 ext. 2210.

Please note: Textbook and material changes are inevitable. Should it become necessary for a student to withdraw from a course, all books and materials should be returned immediately, if eligible, to avoid additional charges if/when the course is taken at a later date. If materials are not returned, and course materials change in the time between withdrawal and re-entry, the student will be charged for new materials. Materials are eligible for return credit within 60 days from the date of withdrawal provided the student has not attended any of the class sessions, or posted any assignments for online classes, and the materials have not

been used or damaged (writing, highlighting, physical damage, CD's & access codes intact in original sealed packaging, etc.) in any way.

Chaplaincy Program

Spiritcare, the Chaplaincy Program, is a ministry that seeks to care for the spiritual needs of adult students by introducing them to the person, teachings, and community of Jesus Christ. This is done primarily through classroom visits, outside contacts, multi-media presentations, and structured devotionals. The goal is to provide supportive opportunities for the growth of the complete person. On-site and online students have direct contact with a caring pastor. *Spiritcare* desires to change the world by changing the heart. Chaplains can provide the following:

- Confidential and caring support for student and family members as requested.
- Spiritual guidance and prayer support.
- Intervention and support during life crises.
- Referrals to counseling and support groups for special needs.
- An opportunity to be referred to a local pastor and a local congregation for students seeking to grow in their faith.

Students may obtain additional information about the *Spiritcare* Chaplaincy Program through the student portal at <http://myiwu.indwes.edu/Chaplaincy/> or by contacting the Office of Student Services at 800-621-8667 ext. 2359.

Expectations for Personal and Professional Conduct

Indiana Wesleyan University is a Christian university of higher education that upholds high standards of personal and professional conduct. Such standards include a classroom environment that promotes a positive learning environment and a professional instructional climate.

Students are expected to conduct themselves in a professional manner with respect for the rights of both students and faculty. The university or its representatives reserve the right to act in situations where student behavior violates established policy or detracts from the ability of students or faculty to function effectively in the classroom. Such action may include disciplinary procedures issued by the faculty or suspension from the program. (NOTE: All discussion room and live chat postings for online courses are recorded and can be reviewed at the discretion of the university.)

Only regularly enrolled students may attend class unless granted permission by an administrator and arrangements are made with the instructor.

Inclement Weather Procedures

The university is reluctant to postpone or cancel classes because the schedule is already very compressed and it is difficult to schedule make-up classes. In order to make the most informed decisions possible, the university gathers information from the National Weather Service, State Police agencies, and site managers and personnel (when appropriate). Unfortunately, the university cannot make the decision based on an individual student's geographical situation and the driving distance to and from class. Students should be aware, however, that they are expected to use discretion and not to take unreasonable risks. If students choose not to attend class, they must notify their instructor and make appropriate arrangements for make-up work. Decisions to postpone or cancel classes will be announced by the university. Regional locations will be judged by the Regional Deans. In the event it becomes necessary for a Regional Dean to recommend to the Vice-President/Dean a weather related or emergency closing or postponement for an onsite cohort, the appropriate Program Director will work with affected faculty and students to make up the missed class session through an online alternative class session by observing the following guidelines:

Instructors will contact students on the date class is cancelled with written requirements for making up the cancelled class session through an online alternative.

In the event an onsite class session is cancelled that is deemed significant to the cohort (e.g., program orientation, the first class session of a program, the last class session of a program, etc.), the Regional Dean will petition the appropriate academic leaders to arrange a new date to make up the cancelled class session prior to the next scheduled class session.

To satisfy attendance requirements and earn participation points (if applicable), all assignments associated with the cancelled class session must be submitted prior to the start of the next scheduled class session.

Postponement decisions for evening classes will be made by approximately 3:00 p.m. on the day of class. Decisions about Saturday classes will be made the evening before, when possible, but may be made during the early morning hours on the

Saturday of class if necessary. Postponement decisions will be announced through a variety of methods. In most cases the core group has a designated class representative who will be notified by the university. The representative should then activate the telephone calling tree to disseminate the information to the class. In cases where there is no class representative or calling tree, someone from IWU and/or the instructor will call the students. No notification will be made unless classes are postponed or cancelled. Information about postponements and/or cancellations will be announced on the university's Web site at <http://www.indwes.edu/classinfo>. Announcements will also be posted on the student portal at <http://myIWU.indwes.edu> and on the class information phone line at 1-800-621-8667 ext. 2022.

Library Services

Off Campus Library Services (OCLS) provides both mediated and direct access to resources and services designed specifically for the adult student. The Jackson Library in Marion has well over 272,000+ titles, including over 100,000 ebooks, more than 11,000+ audiovisual titles, and 1000+ print/e-print journal subscriptions, and provides access to thousands of online journals via searchable databases.

Each campus gives students full access to the library catalog and subscription-based periodical indexes available through the OCLS home web page, <http://www.indwes.edu/ocls>. Students near the Cincinnati, Cleveland, Columbus, OH, Indianapolis, Louisville, Marion, and Merrillville campuses can get personalized assistance from OCLS librarians. Any distance student (online or onsite) can contact OCLS via e-mail, Web page form, chat, or 800 telephone for help with research, document delivery, APA, and general explanation of services provided.

The library is part of a consortium, Academic Libraries of Indiana, which includes access to most library collections of Indiana higher education institutions. Students attending classes in Kentucky or Ohio may contact their regional OCLS librarian for information about other resources available in their area.

Non-Academic Appeal - CAPS

A non-academic appeal involves only those situations in which a student is seeking recourse from (a) a university non-academic program, policy, or decision; or (b) alleged discrimination on the basis of race, national origin, color, sex, disability, or age, including alleged violation of Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments Acts of 1972, Section 504 of the Rehabilitation Act of 1973, the American with Disabilities Act of 1990, or other state or federal legislation.

Each stated time frame will be the ordinary process. More time may be necessary in the event of a lengthy investigation, hearing, illness, or other unforeseen circumstances.

All non-academic appeals will be reported to the Human Resources Coordinator for the College of Adult and Professional Studies. Because the appeal process is a private university administrative process, legal counsel or representation is inappropriate.

A student who wishes to file such an appeal must abide by the procedures that follow:

1. Level 1 - The student must first contact the person or the department concerned to resolve the dispute informally. Such contact must occur within 30 days of the incident that generates the dispute.
2. Level 2 - If the matter is not satisfactorily resolved at level one, the student may submit a written request within 30 days of the level one decision to the CAPS HR Coordinator for a review by the Non-Academic Appeals Committee, which is comprised of the Associate Vice Presidents from the College of Adult and Professional Studies. The request from the student should include thorough documentation supporting the student's claims. The CAPS HR Coordinator will communicate the committee's findings and decision to the student.
3. Level 3 - If the complaint is not satisfactorily resolved at level two, the student may submit a written request within 30 days of the level two decision to the CAPS HR Coordinator for a review by the EVP and CEO of Non-residential Education. Appeals at this level will be considered only to ensure that University procedures were followed in levels one and two. The request from the student should include thorough documentation supporting the student's claim and reference why the decision at level two is deemed unsatisfactory. The EVP will consider the situation and will inform the student of the decision, which will be final.

Services for Disabled Students

The process for serving a student with an impairment or disability enrolled in an adult and graduate program is as follows:

- Students who require special accommodation will be referred to the College's appointed coordinator of special needs requests. The student will be required to supply a physician's or other specialist's verification of his or her special need and a recommendation concerning the nature of special assistance required.
- Once this documentation is in hand, the Office of Student Services will consult with the university's designated disability officer (DDO) to ensure that the documentation is complete and in order. The disability officer will determine whether the university can reasonably accommodate the student's need. The Office of Student Services, in coordination with the DDO, will then recommend a plan of accommodation to the student.
- The Office of Student Services will ensure that all relevant faculty, site, and student services departments are notified of the plan of accommodation, and that the plan is successfully implemented.

Students who believe that they have experienced discrimination on the basis of a disability can seek resolution by following the steps as outlined in the Student Grievance and Appeal Policy (Non-academic).

Student Address/Email Information

Students should notify the Office of Student Services of any change of address, telephone number, or name so that proper records can be maintained. Name change requests require submission of appropriate documentation.

IWU Student Email Accounts - Upon acceptance, students are given an IWU student e-mail account. This is the only account used by IWU for communication with the student. It is extremely important that the student checks this account on a regular basis as important academic and financial information as well as university announcements will be shared in this way.

School of Business and Leadership

The School of Business and Leadership supports the university mission to be a Christ-centered institution of higher education and challenges our students to develop character, strengthen their scholarship, and enhance their leadership abilities. The School offers dynamic programs that adapt to the changing nature of knowledge, such as the impact of globalization and technology on the Business and Leadership fields. Through extensive curriculum development and program assessment processes, our intensive curriculum builds on the knowledge our students bring to the classroom and helps shape them into lifelong learners. The School provides degree-oriented education opportunities to working adults when occupation and family responsibilities make it difficult to spend major blocks of time in residence on campus. With many of our alumni choosing to continue to reside in the communities we serve, our programs and graduates are a key component in workforce development.

Undergraduate Business Programs Division - offers associate and bachelor degree programs in various business disciplines.

Graduate Studies in Business Division - offers graduate degree programs in various business disciplines.

Graduate Studies in Leadership Division - offers a master's and doctoral degree program in organizational leadership.

Undergraduate Business Programs Division

The Undergraduate Business Programs Division offers the following degree programs:

Associate of Science degree with majors in:

- Accounting
- Business
- Computer Information Technology

Bachelor of Science degree with majors in:

- Accounting
- Business Administration
- Business Information Systems
- Management
- Marketing

Management and Business Administration majors may also select a Specialization in Human Resource Management (HR). The HR Specialization aligns with the recommended requirements for HR degree programs as outlined in the Society of Human Resource Management curriculum guidebook and templates.

Additionally, the following minors are available for bachelor degree students.

- Accounting
- Information Technology
- Management

IWU reserves the right to move students to another date, location, or online if less than eight students are registered at a particular location.

Associate Degree Programs

Admission Requirements

The admission requirements for the associate degree programs offered through the College of Adult and Professional Studies are as follows:

- Proof of standard high school diploma or GED certification.
- A minimum of two years of significant full-time work experience beyond high school.

Transfer Credit Policy

Transfer credit for core curriculum requirements for undergraduate programs within the School of Business and Leadership may be granted as follows:

- Credit must have been earned at a regionally accredited college or university or an institution accredited by the Association for Biblical Higher Education with a minimum grade of "C."
- Courses must be approved by the School of Business and Leadership.
- Students must complete at least 30 hours of the core curriculum at Indiana Wesleyan University

Graduation Requirements

To graduate with an associate degree with majors in Accounting, Business, or Computer Information Technology from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of the core requirements.
- Cumulative GPA of 2.0 or higher.
- A minimum of "C" (2.0) must be achieved in ENG-140, ENG-141, and MAT-109. Failure to achieve a "C" in any of these courses will require repeating the course until a "C" is achieved before the student may continue with the core. (The "repeated courses" policy as found in the Academic Information section does not apply in this case.)
- Payment of all tuition and fees in order to receive a diploma.

AS - Accounting

The Associate of Science degree with a major in Accounting consists of 62 credits of coursework, which includes both accounting and general education courses. For those students applying to the associate degree only, transfer credits will not fulfill core requirements.

This degree will provide students with the fundamental skills needed for entry level accounting positions. Students learn the basic knowledge needed to become professional accountants. This program will provide an excellent foundation for those who anticipate pursuing a bachelor's degree with a major in Accounting or Business.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

Admission and Graduation Requirements for the Associate Business Programs (p. 264)

Accounting (AS) - Program of Study

Core Courses

ENG-140, ENG-141, and MAT-109 must be passed with "C" or higher.

GEN-111	Foundations of Lifelong Learning	3
ENG-140	College Writing	3
ENG-141	Research and Writing	3
BUS-105	Introduction to American Business	3
PHE-140	Concepts of Wellness	2
BIL-102	New Testament Survey	3
COM-115	Introduction to Human Communication	3
HST-160	Western Civilization	3
ECO-205	Basic Economics	3
PSY-155	Personal Adjustment	3
ACC-201	Accounting Principles I	3
ACC-202	Accounting Principles II	3
FINA-180	Humanities Fine Arts	3
PHL-283	Philosophy and Christian Thought	3
MAT-109	Foundations of College Math	3
BUS-150	Personal Finance	3
MAT-116	Contemporary College Algebra	3
ACC-220	Payroll Accounting and Taxation	3
ACC-210	Using Spreadsheets in Accounting	3
BUS-225	Legal Environment of Business	3
ACC-230	Business Taxation	3

Total Credit Hours: 0

AS - Business

The Associate of Science degree with a major in Business consists of 62 credits of specified coursework, which includes both business and general education courses. For those students applying to the associate degree only, transfer credits will not fulfill core requirements.

The major in Business at Indiana Wesleyan University is designed to be a degree in general business and to provide a foundation for completion of a baccalaureate degree in a business-related field.

The courses in the program relate theory to practice. Instructional methods include lectures, seminars, workshop activities, and business case studies. Project teams are formed as specified to assist in the learning process. Courses are primarily three credit hours, and each course is a required component of the program (core) and should be taken in sequence.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum and locations offered as necessary.

Admission and Graduation Requirements for the Associate Business Programs (p. 264)

Business - Program of Study

Core Courses

ENG-140, ENG-141, and MAT-109 must be passed with "C" or higher.

GEN-111	Foundations of Lifelong Learning	3
PSY-155	Personal Adjustment	3
BUS-150	Personal Finance	3
ENG-140	College Writing	3
ENG-141	Research and Writing	3
BUS-105	Introduction to American Business	3
PHE-140	Concepts of Wellness	2

BIL-102	New Testament Survey	3
COM-115	Introduction to Human Communication	3
HST-160	Western Civilization	3
ECO-205	Basic Economics	3
BUS-215	Introduction to Human Resources	3
BUS-220	Accounting for Business	3
MAT-109	Foundations of College Math	3
FINA-180	Humanities Fine Arts	3
PHL-283	Philosophy and Christian Thought	3
MAT-116	Contemporary College Algebra	3
BIO-203	Environmental Conservation	3
BUS-230	Global Issues	3
BUS-225	Legal Environment of Business	3
BUS-274	Business Case Study	3

Business (Ohio Onsite Students) - Program of Study

Core Courses

ENG-140 and ENG-141 must be passed with "C" or higher.

PSY-155	Personal Adjustment	3
GEN-111	Foundations of Lifelong Learning	3
BUS-150	Personal Finance	3
BIS-222	Business Software Tools	1
ENG-140	College Writing	3
ENG-141	Research and Writing	3
BUS-105	Introduction to American Business	3
BIL-102	New Testament Survey	3
COM-115	Introduction to Human Communication	3
BUS-230	Global Issues	3
HST-160	Western Civilization	3
ECO-205	Basic Economics	3
BIO-102	Human Biology	4
BIO-102L	Human Biology Laboratory	0
BUS-215	Introduction to Human Resources	3
BUS-220	Accounting for Business	3
FINA-180	Humanities Fine Arts	3
PHL-283	Philosophy and Christian Thought	3
BIO-203	Environmental Conservation	3
MAT-100B	Statistics for Business Research and Data Analysis	3
BUS-225	Legal Environment of Business	3
BUS-274	Business Case Study	3

AS - Computer Information Technology

The Associate of Science degree with a major in Computer Information Technology consists of 63 credits of coursework, which includes both computer and general education courses.

The major in Computer Information Technology at Indiana Wesleyan University is designed to provide the graduate with a foundation for success at an entry-level position in the Information Technology field and to provide the basis for completion of a bachelor's degree.

The courses in the program relate theory to practice, but practical knowledge of the computer field is the primary objective of the computer courses in the core. Instructional methods include lectures, seminars, workshop activities, simulations, and physical manipulation of computer equipment. Each core group forms project teams to assist in the learning process. Courses

are primarily three credit hours, and each course is a required component of the program (core) and should be taken in sequence.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

Admission and Graduation Requirements for the Associate Business Programs (p. 264)

Computer Information Technology - Program of Study

Core Courses

ENG-140, ENG-141, and MAT-109 must be passed with "C" or higher.

GEN-111	Foundations of Lifelong Learning	3
PSY-155	Personal Adjustment	3
CIT-220	Desktop Applications	4
ENG-140	College Writing	3
ENG-141	Research and Writing	3
CIT-112	Computer Information Technology	3
PHE-140	Concepts of Wellness	2
BIL-102	New Testament Survey	3
COM-115	Introduction to Human Communication	3
HST-160	Western Civilization	3
CIT-140	Operating Systems Concepts	3
CIT-120	Introduction to Programming Concepts	3
CIT-262	Network Communications	3
MAT-109	Foundations of College Math	3
FINA-180	Humanities Fine Arts	3
PHL-283	Philosophy and Christian Thought	3
MAT-116	Contemporary College Algebra	3
CIT-260	Database Concepts	3
CIT-270	Basic Web Design and Development	3
CIT-272	Hardware and Software Troubleshooting	3
CIT-280	Project Management and Integration - Capstone	3

Total Credit Hours: 0

Bachelor Degree Programs

Admission Requirements

The admission requirements for bachelor degree programs offered through the College of Adult and Professional Studies are as follows:

- Proof of high school graduation or GED certification.
- Original transcripts from all previous college or university study at regionally accredited colleges or universities or an institution accredited by the Association for Biblical Higher Education.
- Prior completion of at least 60 transferable credit hours from a regionally accredited college or university or an institution accredited by the Association for Biblical Higher Education is required before the student is eligible to start a bachelor core program.
 - A maximum of 40 hours of credit may be earned through the assessed learning process toward the required 60.
- A minimum of two years of significant full-time work experience beyond high school.

Transfer Credit Policy

Transfer credit for core curriculum requirements for undergraduate programs within the School of Business and Leadership may be granted as follows:

- Credit must have been earned at a regionally accredited college or university or an institution accredited by the Association for Biblical Higher Education with a minimum grade of "C."
- Courses must be approved by the School of Business and Leadership.
- Students must complete at least 30 hours of the core curriculum at Indiana Wesleyan University.

Graduation Requirements

To graduate with a baccalaureate degree with a major in Accounting, Business Administration, Business Information Systems, Management, or Marketing from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 124 semester hours.
- Completion of the required core courses with a GPA of 2.25 or higher.
- Cumulative GPA of 2.0 or higher.
- Completion of 30 hours of general education requirements as specified (General Education Requirements (p. 246)).
- Payment of all tuition and fees is required to receive a diploma.

BS - Accounting

The Bachelor of Science degree with a major in Accounting is an academic program designed for working professionals employed in public or private organizations interested in completing a baccalaureate degree focusing on accounting theory, taxation, and auditing.

The first two courses, ACC-201 (Accounting Principles I) and ACC-202 (Accounting Principles II), are provided to those who wish to meet minimum entrance requirements and as optional refresher courses for those entering the program. The core program focuses on accounting theory emphasizing analytical skills, practical application, and problem solving. Accounting, taxation, and auditing issues faced by managers in a variety of business organizations are also addressed. In all, the accounting curriculum is designed to provide working business professionals with the skills and knowledge necessary to transition into or advance within the general field of accounting.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

Note: This degree provides an excellent foundation for students who anticipate pursuing their CPA certification. The courses offered in this program give broad coverage of all the major areas of competency needed to sit for the CPA exam. However, students will need to check with their state licensing board of accountancy for the specific requirements needed to make application to take the CPA examination. Different states require different application credentials and specifications, and Indiana Wesleyan University makes no promises, express or implied, that this degree alone will qualify graduates to sit for the CPA examination in any state.

Additionally, students will likely need to take a CPA review course (at their own expense) once they have completed the degree at Indiana Wesleyan University. Students cannot realistically expect to complete this degree at Indiana Wesleyan and immediately pass the CPA examination without first taking a CPA review course that prepares them for the intricate and specific questions that might appear on the CPA exam. It is up to each student to make arrangements to enroll in a CPA review course in his or her state if he or she plans to sit for the CPA examination. Indiana Wesleyan does not provide a CPA review course (or any licensing or continuing education courses) as part of the Accounting BS program.

The minor in Accounting is available to a bachelor degree seeking student in the College of Adult and Professional Studies. Courses may not count toward both a minor and a major. Six of the credits for the minor may be earned through transfer of courses from an accredited institution, through credit by examination, or through an IWU Assessed Learning Portfolio.

Additional admission requirements for the Accounting program:

To be admitted to this program, students must give evidence of knowledge equivalent to one semester of coursework in mathematics or statistics by meeting one of the following options:

- Transferring in a mathematics or statistics course from another institution.

- Taking a mathematics or statistics course from Indiana Wesleyan University.

Admission and Graduation Requirements for the Business Programs (p. 268)

Accounting Minor (p. 274)

Accounting (BS) - Program of Study

Prerequisite Courses

(must be completed before starting the core program)

ACC-201	Accounting Principles I	3
ACC-202	Accounting Principles II	3

Core Courses

MGT-302	Management and Leadership	3
FIN-210	Managerial Finance	3
ACC-311	Intermediate Financial Accounting I	3
ACC-312	Intermediate Financial Accounting II	3
ECO-330	Applied Microeconomics for Business	3
ADM-447	Business Law	3
ACC-341	Managerial Cost Accounting I	3
ACC-430	Accounting Ethics	3
ACC-423	Auditing	3
ADM-448	Strategic Planning	3
ACC-451	Advanced Accounting	3
ACC-371	Federal Income Tax I	3
ACC-372	Federal Income Tax II	3
ACC-491	Accounting Information Systems	3

Total Credit Hours: 0

BS - Business Administration

Students in the Bachelor of Science with major in Business Administration program will evaluate strategic solutions to organizational issues within diverse business and economic situations applying critical thinking, financial and managerial knowledge. Multiple communication media and technologies will be evaluated to design appropriate business strategies for organizational and global business conditions. Students will integrate biblical principles, and generate ethical solutions to business challenges.

Upon completion of the program, students will be able to:

- Evaluate an organization's current situation and formulate an appropriate strategy in response to organizational challenges.
- Integrate appropriate financial and quantitative methods to provide solutions within diverse global business and economic environments.
- Design appropriate strategies using multiple communication media to meet organizational goals.
- Apply appropriate technologies to meet changing business conditions.
- Develop ethical solutions for business opportunities using critical thinking.
- Integrate a biblical framework that guides interaction within the workplace.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum and locations offered as necessary.

Human Resource Management Specialization Option:

Business Administration students also have the option of adding a specialization of Human Resource Management (HR) by taking 12 additional hours and pursuing an HR oriented project in ADM-495. The HR Specialization aligns with the

recommended requirements for HR degree programs as outlined in the Society of Human Resource Management curriculum guidebook and templates. Upon successful completion of this specialization, students should be equipped to:

- Fill the role of an educated HR professional.
- Demonstrate an alignment of knowledge and skills with Society of Human Resource Management (SHRM) standards for Human Resources Professionals.
- Complete the SHRM certification exam (per SHRM certification qualifications, i.e., work experience).

Admission and Graduation Requirements for the Business Programs

(p. 268)

Business Administration - Program of Study

Core Courses

Students may transfer credit in from another institution for ACC-201 and ACC-202.

MGT-302	Management and Leadership	3
COM-325	Communication in Business	3
ADM-310	Applied Technology for Managers	3
MGT-445	Ethical and Legal Business Concepts	3
MGT-421	Strategies in Marketing Management	3
MGT-460	International Issues in Business	3
MGT-451	Quality and Project Decision-Making for Managers	3
ADM-320	Business Statistics	3
ACC-201	Accounting Principles I	3
ACC-202	Accounting Principles II	3
ECO-330	Applied Microeconomics for Business	3
ECO-331	Applied Macroeconomics for Business	3
FIN-210	Managerial Finance	3
ADM-495	Seminar in Business	3

Additional Courses for Human Resource Management Specialization

NOTE: Students must take these additional Human Resources courses prior to taking ADM-495 and beginning their capstone Human Resources project.

MGT-435	Human Resources Management	3
MGT-490	Human Resources Development	3
MGT-470	Total Rewards	3
MGT-494	Comprehensive Overview of HRM	3

Subtotal: 54

BS - Business Information Systems

The Bachelor of Science degree with a major in Business Information Systems is an academic program designed for the working professional employed in a business or public organization.

The curriculum is designed to enable graduates to assist and lead organizations in the planning, development, and operation of information systems. Such systems are used to streamline and automate processes, to solve problems, and to provide communication channels. The program stresses skill development in the areas of analytical thinking, communication, object-oriented programming, database management systems, networking, security, and Web development, in addition to finance and marketing. The emphasis in this program is in developing the skills necessary to be successful in implementing and supporting computers and information systems. The program also helps develop skills necessary to serve as a liaison between management and information technology departments.

Students in this program must maintain a personal Internet Service Provider, and must own or have access to a personal computer throughout the program.

Also, it is **strongly recommended** that students have a working knowledge of the Windows operating system as well as word processing and spreadsheet applications.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

The minor in Information Technology is available to a bachelor degree seeking student in the College of Adult and Professional Studies. Courses may not count toward both a minor and a major. Six of the credits for the minor may be earned through transfer of courses from an accredited institution, through credit by examination, or through an IWU Assessed Learning Portfolio.

Admission and Graduation Requirements for the Business Programs (p. 268)

Information Technology Minor (p. 275)

Business Information Systems - Program of Study

Core Courses

ADM-201	Principles of Self-Management	2
BIS-216	Information Systems and Project Management	3
MGT-205	Professional Communication	3
BIS-220	Analytical Thinking and Problem Solving	3
BIS-344	Visual Basic .Net Programming	4
BIS-346	Java Programming	4
MGT-421	Strategies in Marketing Management	3
ADM-372	Accounting for Managers	4
BIS-324	Networking, Systems & Security	4
BIS-320	Managerial Relational Database Systems	3
BIS-353	Web Application Development	4
BIS-460	Business Systems Analysis and Design Seminar	4

Total Credit Hours: 0

BS - Management

The Bachelor of Science degree with a major in Management stresses skill development in business management. This includes analysis and problem solving, the application of global perspectives, the identification of appropriate methods of communication, the application of relevant technologies, and developing ethical solutions using critical thinking. All skills are examined within a biblical framework.

Upon completion of the program, students will be able to:

- Develop business analysis and problem solving skills in planning, organizing, controlling, and leading as they relate to business management.
- Apply global management perspectives to critical business decisions.
- Identify appropriate business management communication methods to reach diverse audiences in business environments.
- Apply relevant technologies to manage changing business conditions.
- Develop ethical solutions for business management opportunities using critical thinking.
- Integrate a biblical framework that guides interaction within the workplace.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

Human Resource Management Specialization Option:

Management students have the option of adding a specialization of Human Resource Management by completing the Management core requirements (the specialization includes six hours of management core courses: MGT-435 and MGT-490), satisfying the foundational business course requirements, completing an additional six hours of Human Resource courses (MGT-470 and MGT-494), and pursuing an HR oriented project in ADM-495. The HR Specialization aligns with the recommended requirements for HR degree programs as outlined in the Society of Human Resource Management curriculum guidebook and templates. Upon successful completion of this specialization, students should be equipped to:

- Fill the role of an educated and credentialed HR professional.
- Demonstrate an alignment of knowledge and skills with Society of Human Resource Management (SHRM) standards for Human Resources Professionals.
- Complete the SHRM certification exam (per SHRM certification qualifications, i.e., work experience).

Management students wishing to complete the Human Resource Management specialization also need to complete the following requirements:

- Statistics course at the 100 level or equivalent

This course may be completed at IWU or transferred in.

The minor in Management is available to a bachelor degree seeking student in the College of Adult and Professional Studies. Courses may not count toward both a minor and a major. Six of the credits for the minor may be earned through transfer of courses from an accredited institution, through credit by examination, or through an IWU Assessed Learning Portfolio.

Admission and Graduation Requirements for the Business Programs (p. 268)

Management Minor (p. 275)

Management - Program of Study

Core Courses

MGT-302	Management and Leadership	3
COM-325	Communication in Business	3
ADM-310	Applied Technology for Managers	3
MGT-445	Ethical and Legal Business Concepts	3
MGT-421	Strategies in Marketing Management	3
MGT-460	International Issues in Business	3
MGT-451	Quality and Project Decision-Making for Managers	3
MGT-450	Negotiation/Conflict Resolution	3
ECO-310	Economics Principles for Managers	3
FIN-310	Financial Decisions for Managers	3
MGT-432	Organizational Behavior	3
ACC-310	Accounting Decisions for Managers	3
MGT-435	Human Resources Management	3
MGT-496	Applied Management Project	3

Additional Courses for Human Resource Management Specialization

Students completing the specialization will take ADM-495 instead of MGT-496.

Students completing the specialization must also complete a statistics course (100 level or equivalent) to satisfy the foundational business course requirements in order to comply with SHRM guidelines.

MGT-470 and MGT-494 must be completed prior to taking ADM-495.

MGT-490	Human Resources Development	3
MGT-470	Total Rewards	3
MGT-494	Comprehensive Overview of HRM	3
ADM-495	Seminar in Business	3

Total Credit Hours: 0

BS - Marketing

The Bachelor of Science degree with a major in Marketing is an academic program designed for working professionals in a marketing or sales department, or for those desiring to move into these areas.

This major is designed to prepare students to become more effective within a competitive marketing arena. It is centered around the core marketing function and includes marketing of products and services, sales, and sales management issues, marketing communications, and applied marketing research.

While marketing is the core, the major also equips students with general business skills and a working understanding of fundamental economic, financial, and general management principles.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum or locations offered as necessary.

Admission and Graduation Requirements for the Business Programs

(p. 268)

Marketing - Program of Study

Core Courses

ADM-201	Principles of Self-Management	2
MGT-302	Management and Leadership	3
MGT-421	Strategies in Marketing Management	3
MKG-346	Consumer Behavior	3
MKG-348	Service Marketing	3
ECO-330	Applied Microeconomics for Business	3
ADM-448	Strategic Planning	3
MGT-445	Ethical and Legal Business Concepts	3
MKG-357	Advertising and Promotion	3
ADM-372	Accounting for Managers	4
MKG-353	Selling and Relationship Management	3
MGT-460	International Issues in Business	3
MKG-398	Marketing Research	3
MKG-496	Marketing Seminar	3

Total Credit Hours: 0

Minors

Minor - Accounting

The minor in Accounting is available to a bachelor degree seeking student in the College of Adult and Professional Studies. Courses may not count toward both a minor and a major. Six of the credits for the minor may be earned through transfer of courses from an accredited institution, through credit by examination, or through an IWU Assessed Learning Portfolio.

Accounting Minor - Program of Study

Required Courses

ACC-201	Accounting Principles I	3
ACC-202	Accounting Principles II	3
BUS-105	Introduction to American Business	3
BUS-150	Personal Finance	3
ACC-220	Payroll Accounting and Taxation	3
ACC-230	Business Taxation	3
ACC-311	Intermediate Financial Accounting I	3

ACC-312	Intermediate Financial Accounting II	3

Minor - Information Technology

The minor in Information Technology is available to a bachelor degree seeking student in the College of Adult and Professional Studies. Courses may not count toward both a minor and a major. Six of the credits for the minor may be earned through transfer of courses from an accredited institution, through credit by examination, or through an IWU Assessed Learning Portfolio.

Information Technology Minor - Program of Study

Required Courses

CIT-112	Computer Information Technology	3
CIT-140	Operating Systems Concepts	3

Four classes from the following:

CIT-120	Introduction to Programming Concepts	3
CIT-220	Desktop Applications	4
CIT-260	Database Concepts	3
CIT-262	Network Communications	3
CIT-270	Basic Web Design and Development	3
CIT-272	Hardware and Software Troubleshooting	3

Subtotal: 0

Total Credit Hours: 0

Minor - Management

The minor in Management is available to a bachelor degree seeking student in the College of Adult and Professional Studies. Courses may not count toward both a minor and a major. Six of the credits for the minor may be earned through transfer of courses from an accredited institution, through credit by examination, or through an IWU Assessed Learning Portfolio.

Management Minor - Program of Study

Required Courses

BUS-105	Introduction to American Business	3
MGT-302	Management and Leadership	3
MGT-450	Negotiation/Conflict Resolution	3
MGT-432	Organizational Behavior	3
MGT-441	Philosophy of Corporate Culture	3

Business Administration majors will replace MGT-302 with BUS-175 Personnel Supervision

One class from the following:

ECO-205	Basic Economics	3
BUS-220	Accounting for Business	3
BUS-230	Global Issues	3
MGT-496	Applied Management Project	3

Graduate Studies in Business Division

The following programs are offered through the Graduate Studies in Business Division:

- Graduate Business Certificate Programs with concentrations in Accounting, Healthcare Management, and Human Resource Management

- Master of Business Administration (MBA) with majors in Business Administration, Healthcare Administration, Executive Management (Virtual MBA), International Business (Virtual MBA), and a dual degree and major with the School of Nursing (MSN/MBA)
- Master of Science Degree with majors in Management, Human Resource Management, and Accounting

IWU reserves the right to move students to another date, location, or online if less than eight students are registered at a particular location.

With departmental approval, credit may be transferred in from a regionally accredited institution (maximum of six hours).

The curriculum will be completed in the order established by Indiana Wesleyan University. The university reserves the right to modify the curriculum as necessary.

Students must complete the first course of their core program with a grade of "C" or higher. If a grade of "C-" or lower is earned in the first course, the course must be repeated satisfactorily before going on with a different cohort.

Graduate Business Certificate Programs

The Graduate Studies in Business Division offers 12-credit hour graduate certificates with concentrations in the following areas:

- Accounting
- Healthcare Management
- Human Resource Management

Admission Requirements

- Baccalaureate or master's degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education.
- Cumulative GPA of 3.0 from the degree-granting institution (baccalaureate or masters).
- Accounting Certificate requires accounting pre-requisites listed above.
- Students may be accepted as an unclassified student; official transcripts are required for verification of appropriate degree.

Completion Requirements

- Completion of 12 hours required for certificate. Courses must be taken at IWU.
- Minimum grade of "B" or higher in each course.

Certificate Programs - Graduate

In order to provide graduate students opportunities to focus on specific career-oriented areas, the School of Business and Leadership offers graduate certificates in the areas of Accounting, Healthcare Management, and Human Resource Management.

Graduate certificates are available to students who have a baccalaureate or master's degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education. Non-degree seeking students may be accepted with an unclassified status. Official transcripts must be submitted for verification of the appropriate degree.

The graduate certificate programs utilize both individual and project teams approaches.

Graduate Business Certificates - Requirements

Accounting

ACC-549	Financial Statement Preparation and Analysis	3
ACC-552	Auditing and Fraud Detection	3
ACC-554	Business Structure and Taxes	3
ACC-556	Accounting Information Systems and Control	3

Healthcare Management

HCM-549	Health Care Systems	3
HCM-552	Health Care Policy	3
HCM-554	Health Care Finance	3
HCM-556	Health Care Issues	3

Human Resource Management

HRM-549	Human Resources Management: An Overview	3
HRM-552	Compensation and Benefits	3
HRM-554	Employment Law	3
HRM-556	Motivation and Training	3

Master of Science Degree Programs

The Graduate Studies in Business Division offers a Master of Science Degree with majors in the following areas:

- Accounting
- Management
- Human Resource Management

Admission Requirements

Requirements for admission to the Master of Science programs are as follows:

- A baccalaureate or graduate degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- An undergraduate grade point average (GPA) of 2.5 or higher from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed. If an applicant's GPA is below 2.5, the student may be admitted on a probationary basis, as established by the guidelines of the School of Business and Leadership.
- A minimum of two years of significant full-time work experience.

Graduation Requirements

To graduate, students must have completed all of the following:

- All credits required in the curriculum sequence with a minimum GPA of 3.0 and a minimum grade of "C" in each course. A grade of "C-" or below will require the course to be repeated.
- Overall GPA of 3.0 in all IWU graduate work.
- Payment of all tuition and fees is required to receive a diploma.

MS - Accounting

Students in the Master of Science in with a major in Accounting program will learn to integrate knowledge of accounting standards and practices in performing forensic accounting and auditing services, financial reporting, and tax preparation and advisory services. Students will design appropriate communication strategies to achieve organizational goals and an ethical, legal, and biblical framework that guides interactions within the business environment and addresses the legal implications of business transactions and how they relate to accounting, auditing, and financial reporting.

It is highly recommended that students have successfully passed the following courses:

- Taxation I (300 level or better)
- Intermediate Accounting II (300 level or better)
- Auditing (400 level)
- Statistics

Upon completion of the program, students will be able to:

- Integrate knowledge of accounting standards and practices in performing forensic accounting and auditing services.
- Develop financial reports in accordance with accounting principles, ethical standards, and legal requirements.
- Synthesize knowledge of accounting theory and practice in providing tax preparation and advisory services.
- Create an ethical and legal framework that uses professional ethics to address the legal implications of business transactions, and how they relate to accounting, auditing, and financial reporting.
- Design appropriate communication strategies to achieve organization goals.
- Integrate a biblical framework that guides interactions within the business environment and workplace.

Admission and Graduation requirements for the Graduate Business Programs. (p. 277)

Accounting (MS) - Program of Study

Core Courses

MGMT-500	Applied Management Theory	3
ACCT-511	Ethics and Business Law for Accountants	3
COMM-515	Decision-Making and Essential Business Communication	3
ACCT-512	Financial Accounting Theory and Issues	3
ACCT-513	Accounting Information Systems and Control	3
ACCT-514	Advanced Auditing	3
ACCT-515	Advanced Tax Theory and Research	3
ACCT-516	Forensic Accounting and Fraud Examination	3
ACCT-517	Corporate Taxation	3
MGMT-590	Applied Management Capstone	3

MS - Human Resource Management

Students in the Master of Science with a major in Human Resource Management program utilize a biblical framework that guides interactions within the workplace to enhance the realization of human potential, analyze internal and external business environments, and formulate relevant human resource and communication strategies and solutions to ethically fulfill organizational mission, vision, values, and goals. Students will demonstrate a disposition for lifelong learning and continuous improvement.

Upon completion of the program, students will be able to:

- Enhance the realization of human potential in order to fulfill strategic organizational mission, vision, values, and goals.
- Demonstrate a disposition for lifelong learning and continuous growth.
- Analyze internal and external business environments and formulate relevant human resource strategies and solutions.
- Formulate ethical policies and procedures for use in human resource management.
- Develop appropriate communication strategies to achieve organization goals.
- Integrate a biblical framework that guides interactions within the workplace.

Admission and Graduation requirements for the Graduate Business Programs. (p. 277)

Human Resource Management (MS) - Program of Study

Core Courses

MGMT-500	Applied Management Theory	3
MGMT-512	Ethical and Legal Aspects of	3

	Management	
COMM-515	Decision-Making and Essential Business Communication	3
HRMT-535	Human Resources Management	3
FINC-525	Accounting and Finance for Managers	3
HRMT-536	Evidence Based Tools for HR Decision- Making	3
HRMT-537	Staffing, Performance Management, and Training	3
HRMT-538	Total Rewards Management	3
HRMT-539	Labor Management Relations in the Global HR Environment	3
HRMT-541	Strategic Risk Assessment	3
HRMT-542	Organizational Renewal and Development	3
MGMT-590	Applied Management Capstone	3

MS - Management

The Master of Science degree with a major in Management is a 36-hour graduate program designed to develop and advance the personal and technical management skills of working professionals. It is envisioned that successful graduates should be able to enhance their positions in both the profit or non-profit sectors.

This is a career-oriented degree program with emphasis on gaining the knowledge and skills needed in working with and leading people in an organizational environment. The program features the following themes: IWU Mission Outcomes (Character, Scholarship, and Leadership), business decision-making and contemporary communication skills, critical thinking, managing in a competitive global environment, and technological competence.

Upon completion of the program, students will be able to:

- Synthesize organizational management knowledge and skills
- Analyze the internal and external environments and formulate relevant business and communication strategies and solutions needed to ethically lead, plan, organize, and control organization
- Develop personal management capabilities and integrate a biblical framework that guides interactions within the business environment and workplace

Admission and Graduation requirements for the Graduate Business Programs. (p. 277)

Management (MS) - Program of Study

Core Courses

MGMT-500	Applied Management Theory	3
MGMT-512	Ethical and Legal Aspects of Management	3
COMM-515	Decision-Making and Essential Business Communication	3
HRMT-535	Human Resources Management	3
FINC-525	Accounting and Finance for Managers	3
ECON-510	Economic Analysis for Managers	3
MKTG-530	Marketing Management	3
MGMT-520	Organizational Behavior	3
MGMT-528	Global Management	3
MGMT-532	Leadership and Organizational Change	3
MGMT-522	Business Strategy and Policy	3

MBA Programs

The Graduate Studies in Business Division offers the MBA degree with the following majors:

- Business Administration
- Healthcare Administration
- Executive Management (Virtual Learning)
- International Business (Virtual Learning)
- Dual degree/major of MSN/MBA and Nursing Administration/Business Administration

Admission Requirements

Requirements for admission to the MBA programs are as follows:

- A baccalaureate or graduate degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- An undergraduate grade point average (GPA) of 2.5 or higher from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed. If an applicant's GPA is below 2.5, the student may be admitted on a probationary basis, as established by the guidelines of the School of Business and Leadership.
- A minimum of two years of significant full-time work experience.
- In addition, applicants to the dual degree program (MSN/MBA) must also meet the admission requirements established by the School of Nursing. See the MSN/MBA section (p. 283).

Graduation Requirements

To graduate, students must have completed all of the following:

- All credits required in the curriculum sequence with a minimum GPA of 3.0 and a minimum grade of "C" in each course. A grade of "C-" or below will require the course to be repeated.
- Overall GPA of 3.0 in all IWU graduate work.
- Payment of all tuition and fees is required to receive a diploma.

MBA - Business Administration Major

Students in the Master of Business Administration with a major in Business Administration program design solutions and strategies for complex business problems and opportunities, evaluate personal management capabilities and design a plan for economic growth, and integrate critical analysis with disciplines such as management, accounting, finance, and economics. Students will synthesize ethical standards in decision-making and strategy development, create appropriate communication strategies to achieve organizational goals, and integrate a biblical framework that guides interactions within the business environment and workplace.

Upon completion of the program, students will be able to:

- Design solutions and strategies for complex business problems and opportunities.
- Evaluate personal management capabilities and design a plan for continual growth
- Integrate critical analysis with business administration disciplines such as management, accounting, finance, and economics to ensure mission success.
- Synthesize ethical standards in decision-making and strategy development.
- Create appropriate communication strategies to achieve organization goals
- Integrate a biblical framework that guides interactions within the business.

Admission and Graduation requirements for the Graduate Business Programs. (p. 280)

MBA - Business Administration - Program of Study

Core Courses

MGMT-500	Applied Management Theory	3
MGMT-512	Ethical and Legal Aspects of Management	3
COMM-515	Decision-Making and Essential Business Communication	3
FINC-525	Accounting and Finance for Managers	3
ECON-511	Business Economics	3
MKTG-530	Marketing Management	3
MGMT-528	Global Management	3
ACCT-510	Managerial Accounting	3
FINC-530	Applied Managerial Finance	3
MGMT-532	Leadership and Organizational Change	3
STAT-535	Statistics for Business Decision-Making	3
ECON-512	Managerial Economics	3
MGMT-522	Business Strategy and Policy	3
MGMT-590	Applied Management Capstone	3

MBA - Healthcare Administration Major

Students in the Master of Business Administration with a major in Healthcare Administration program design solutions and strategies for complex business problems and opportunities within the healthcare industry, evaluate personal management capabilities and design a plan for economic growth, and integrate critical analysis with healthcare administration disciplines. Students will synthesize ethical standards in decision-making and strategy development, create appropriate communication strategies to achieve organizational goals, and integrate a biblical framework that guides interactions within the healthcare environment and workplace.

Upon completion of the program, in addition to accomplishing missional learning outcomes, graduates will be able to:

- Design solutions and strategies for complex business problems and opportunities within the healthcare industry.
- Evaluate personal management capabilities and design a plan for continual growth.
- Integrate critical analysis with healthcare administration disciplines to ensure organizational success.
- Synthesize ethical standards in decision-making and strategy development.
- Create appropriate communication strategies to achieve organization goals.
- Integrate a biblical framework that guides interactions within the healthcare industry.

Admission and Graduation requirements for the Graduate Business Programs. (p. 280)

MBA - Healthcare Administration - Program of Study

Core Courses

MGMT-500	Applied Management Theory	3
MGMT-512	Ethical and Legal Aspects of Management	3
COMM-515	Decision-Making and Essential Business Communication	3
FINC-525	Accounting and Finance for Managers	3
ECON-511	Business Economics	3
HRMT-535	Human Resources Management	3
STAT-535	Statistics for Business Decision-	3

	Making	
HCAD-511	Healthcare Governance and Organizational Structure	3
HCAD-513	Healthcare Principles and Policies	3
HCAD-512	Healthcare Finance	3
HCAD-514	Healthcare Technology and Information Management	3
HCAD-510	Healthcare Issues	3
HCAD-515	Healthcare Strategic Development	3
MGMT-590	Applied Management Capstone	3

MBA - Executive Management Major - Virtual Learning

The Virtual MBA degree program with major in Executive Management (MBVE) requires the completion of 36 credit hours. The Virtual MBA uses a virtual-reality setting to create an intense, interactive, experiential learning context to present a consistent real-world, on-the-job-training experience in which knowledge and skills can be transferred to the student. The Executive Management and International Business majors utilize a mastery-learning concept that keeps students from proceeding through a course until they demonstrate competency in each one of the multiple learning modules. See <http://www.indwes.edu/Adult-Graduate/Virtual-MBA/Program-Overview-and-Delivery/> for additional information and short video introduction.

Admission and Graduation requirements for the Graduate Business Programs. (p. 280)

MBA - Executive Management (Virtual Learning) - Program of Study

Core Courses

ADM-580	History of Management Thought	1
ADM-583	Management for Results	3
ADM-585	Management of Human Resources	3
ADM-584	Marketing for Results	3
ADM-582	Financial Accountability	3
ADM-586	International Business	3
ADM-587	International Finance	3
ADM-589	Leadership in Organizations	3
ADM-565	MIS and E-Business	3
ADM-555	Decision Analysis in Organizations	3
ADM-588	Organizational Strategy	3
ADM-560	Applied Management Capstone	3
ADM-561	Comprehensive Review & Exam	2

MBA - International Business Major - Virtual Learning

The Virtual MBA degree program with major in Executive Management (MBVE) requires the completion of 36 credit hours. The Virtual MBA uses a virtual-reality setting to create an intense, interactive, experiential learning context to present a consistent real-world, on-the-job-training experience in which knowledge and skills can be transferred to the student. The Executive Management and International Business majors utilize a mastery-learning concept that keeps students from proceeding through a course until they demonstrate competency in each one of the multiple learning modules. See <http://www.indwes.edu/Adult-Graduate/Virtual-MBA/Program-Overview-and-Delivery/> for additional information and short video introduction.

Admission and Graduation requirements for the Graduate Business Programs. (p. 280)

MBA - International Business (Virtual Learning) - Program of Study

Core Courses

ADM-581	History of International Trade	1
ADM-583	Management for Results	3
ADM-585	Management of Human Resources	3

ADM-584	Marketing for Results	3
ADM-582	Financial Accountability	3
ADM-586	International Business	3
ADM-587	International Finance	3
ADM-589	Leadership in Organizations	3
ADM-567	Business and Culture	3
ADM-569	Import and Export	3
ADM-588	Organizational Strategy	3
ADM-560	Applied Management Capstone	3
ADM-561	Comprehensive Review & Exam	2

MBA - Dual Degree and Major Program - MSN and MBA

The MSN/MBA is a dual degree resulting in Master of Science in Nursing (with a major in Nursing Administration) and a Master of Business Administration. The 60-credit degree will include 30 credits from Nursing and 30 credits coming from Business. The MSN/MBA is designed to meet the worldwide need for principle centered nursing leaders with strong fiscal knowledge and skill. Written problem analysis is required throughout the program, as is the development of presentation skills.

The Nursing curriculum uses American Organization of Nurse Executive Competencies as a focus. A Portfolio is developed using these competencies as a framework. The Business courses focus on economics, accounting, and organizational development as well as significant leadership and management skills.

Graduates will be prepared to assume leadership/administrative roles within a variety of healthcare settings. Graduates of the program are eligible to apply for certification by nursing administration credentialing bodies.

Admission and Graduation requirements for the Graduate Business Programs (p. 280).

Additional Admission Requirements for students applying to the MSN/MBA dual degree program:

- B.S.N. or B.S. degree with a major in nursing from an accredited program. Students with a non-nursing major who have a minimum of 10 years of recent experience in nursing practice may also be considered for admission. These candidates must also submit a portfolio which includes:
 - Current CV/resume including evidence of accomplishments in nursing based on the nine baccalaureate nursing essentials
 - An expanded goal statement, reflecting how they intend to make an impact in nursing with their MSN
- Undergraduate grade-point average of 3.0 on a 4.0 scale from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed.
- Anyone applying to become a student at Indiana Wesleyan University must provide proof that all nursing licenses – whether current or inactive – are unencumbered. Potential students with encumbered nursing licenses will not be considered eligible for enrollment at Indiana Wesleyan University.
- Three letters of recommendation which must include references from: a former instructor, a pastor or someone with whom the applicant has worked in the past year who can attest to the applicant's service record or character, and a direct supervisor.
- Original transcript from the degree granting institution.
- A writing sample will be required, consisting of responses to three questions selected from a provided list.
- At least one year of professional practice. Students applying for admission to the Primary Care Program must have 500 hours of direct contact and/or care for patients within the year prior to admission. Students applying for admission to the Nursing Administration or Nursing Education majors must have 1000 hours of nursing practice within the three years prior to admission.
- A criminal history background check must be completed before registration for any track of the graduate nursing program. Letters of acceptance from the Division of Graduate Studies in Nursing will include instructions for completing the criminal background check. The criminal background check must be completed two weeks before the beginning of the first course. A second criminal background check and drug screen will be required for Primary Care students two weeks before the first

clinical course begins. Instructions for the second criminal background check and drug screen will be sent to students by the Division of Graduate Studies in Nursing. Progression in the program may depend on the results of these checks.

- Test of English as a Foreign Language (TOEFL) if English is not first language. For graduate students, a score of at least 600 (paper-based), 250 (computer-based), or 100 (Internet-based) is required for regular academic admission.

Admission to all graduate nursing majors begins with submission of required application forms, letters of recommendation, writing sample, and official transcripts of previous college and university studies. Applications will be received by the Division of Graduate Studies in Nursing. Applications will be kept on file for a period of 18 months. Acceptance into any graduate nursing program will remain valid for a period of 18 months.

To assist in the decision-making process, the Division of Graduate Studies in Nursing reserves the right to require the applicant to:

- Interview with the Committee; and/or
- Take the GRE

Progression Policy:

- All Business courses must be completed with a grade of "C" or higher.
- GNUR-501, GNUR 513A, GNUR-510, and GNUR-530 must be completed with a grade of "C" or higher.
- NRA-670, NRA-671, NRA-672, NRA-673, NRA-676, NRA-678, and GNUR-513B must be completed with a grade of "B" or higher.
- Failure to successfully complete any Nursing course will result in immediate withdrawal from the program until the course is repeated and a satisfactory grade is earned.
- Students must complete the MSN/MBA Program within five years of matriculation.

MSN and MBA Dual Degree - Program of Study

Business Administration Courses

MGMT-500	Applied Management Theory	3
HCM-552	Health Care Policy	3
ADM-550	Ethics, Law and Leadership	3
ADM-554	Operations and Strategy	3
ADM-545	Organizational Development and Change	3
ADM-537N	Managerial Finance for Nurse Administrators	3
ADM-524	Managerial Economics	3
ADM-534	Applied Economics	3
ADM-514N	Managerial Accounting for Nurse Administrators	3
MGT-541	Applied Marketing Management	3

Nursing Administration Courses

GNUR-501	Evidence Based Communication	3
GNUR-513A	Professional Development for Advanced Practice - A	1
NRA-670	Interdisciplinary Professional Development	3
GNUR-510	Theoretical Foundations for Advanced Nursing Practice	2
GNUR-530	Utilization of Research for Evidence Based Practice	3
NRA-671	Professional Role Development for the Nurse Administrator	3

NRA-672	Management of Healthcare Delivery Systems	3
NRA-673	Nursing Leadership and Human Resources	3
NRA-676	Organization and Finance of Healthcare	3
NRA-678	Advanced Nursing Management	5
GNUR-513B	Professional Development for Advanced Practice - B	1

Subtotal: 60

Total Credit Hours: 60

Graduate Studies in Leadership Division

The Graduate Studies in Leadership Division offers the following programs:

Master of Arts Degree (MA) with a major in Organizational Leadership

Doctor of Education Degree (Ed.D.) with a major in Organizational Leadership

Organizational Leadership - Ed.D.

The Doctor of Education degree with a major in Organizational Leadership (Ed.D.) provides an advanced graduate education for students seeking academic positions in research and teaching at leading universities, and for those seeking leadership opportunities in corporations, entrepreneurial businesses, health care, faith-based institutions, government, and non-profit organizations. This program is designed for working adults who have the intellectual capacity for advanced study, who thrive on the challenge of self-directed learning, and who desire to master the discipline of organizational leadership.

Admission Requirements

This is a selective program and there is no guaranteed admittance even though applicants meet all the admissions requirements. The requirements for admission to the program include:*

- A master's degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education verified on original transcripts sent by the institution directly to Indiana Wesleyan University; or
- An Education Specialist (Ed.S.) degree from a college or university accredited by a regional accrediting body verified on original transcripts sent by the institution directly to Indiana Wesleyan University. The Ed.S. program completed by the applicant must be nationally recognized by the Educational Leadership Constituents Council (ELCC) to be eligible for admission to the DOL program at Indiana Wesleyan University.
- An undergraduate grade point average (GPA) of 2.75 or higher from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed.
- A graduate grade point average (GPA) of 3.0 or higher from the master's degree granting institution at which at least a minimum of 24 hours was completed.
- A minimum of five years of leadership experience in the workplace, volunteer organizations, or the classroom.
- Submission of all documents required by the Admissions Selection Committee and approval by the committee for admission into the program.

*The Admissions Selection Committee retains the right to waive admission requirements for special circumstances.

Application Process

The goal is to admit highly qualified students, with clear career objectives, who choose to enter the doctoral program after obtaining a master's degree. To apply for admission to the doctoral program, the applicant must complete the following steps:

- Submit a formal application with the non-refundable application fee of \$50. Send all application process materials to the attention of Graduate Admissions.

- Send a current resume that includes a career objective, previous undergraduate and graduate work, work experience, and special recognition or awards. The resume should make clear the number of employees the applicant has supervised in all leadership positions.
- Send at least three recommendation forms from the applicant's current manager (this may be the chairman of the board of directors or a peer at another organization for CEOs), an academic in higher education, and someone that can speak to the spiritual character of the applicant.
- Prepare and submit a five to six page scholarly essay according to the requirements and outline in the application packet.
- Arrange to have your undergraduate transcript and graduate transcript sent from the accredited institution granting the respective degree. Transcripts should be supplied from all institutions the applicant has attended subsequent to the completion of the bachelor's degree.
 - NOTE: Ed.S. graduates making application to the program must submit a transcript showing the degree was conferred from a regionally accredited institution. Ed.S. applicants who completed their program from another institution must provide evidence that the Ed.S. program completed was nationally recognized by the Educational Leadership Constituents Council (ELCC).
- Arrange to take (or already have taken) the general test portion of the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) may be substituted at the discretion of the Admissions Selection Committee.

Formal Application Essay

This essay is an essential aspect of the admission process and will be carefully assessed in order to make an informed decision regarding your acceptance into the Ed.D. program. Please follow the guidelines carefully addressing each question. The essay will be assessed in regard to:

- Typed, double-spaced, and numbered with a minimum of five pages and maximum of six pages.
- Clear and convincing response to the questions.
- Organization and presentation (i.e., readability and formatting).
- Evidence of critical thinking that is clearly expressed.
- It should be carefully proof read and use convincing language and phrasing.
- Evidence of scholarly (academic) writing skills that evidences an ability to analyze and integrate literature from the leadership field.

Essay Questions

All questions are to be answered in a manner that demonstrates the scholarship and critical thinking of the applicant. The questions to be addressed in the essay include:

- How will the attainment of the Ed.D. with a major in Organizational Leadership enhance your ability to fulfill your life purpose?
- How will your leadership experience prepare you to excel in a doctoral leadership program?
- How will your current leadership position enable you to put into practice the concepts and principles that you hope to learn in this program?
- What is your understanding of the concept of leadership and of the need for it in your professional field?
- What convincing evidence can you offer that you are prepared for the scholarship necessary to complete doctoral coursework and a dissertation?
- Do you have convincing evidence of sufficient computer skills to engage in online discussion forums, access online library resources, engage in online videoconferencing, word processing, spreadsheet, and presentation software?

Admissions Selection Process

The admissions selection process is as follows:

- Submit completed application and forms to Adult Enrollment Services.
- The completed Application Files will be reviewed and evaluated by the Admissions Selection Committee.

- The Admissions Selection Committee will recommend admissions approval to the Chair.
- A letter of approval will be sent to the student by the Chair.
- Students will then confirm their intent to commence the program and send a \$200 deposit that can hold a position in the program for the student and be applied to the first tuition and fee statement.

Mission

The mission of the program is to provide a Christ-centered, challenging, and field-based doctoral program enabling organizational leadership students to become accomplished in current knowledge, theory-in-use, research, self-directed learning, and as facilitators of organizational learning.

The curriculum is designed to contribute to a student's development as a servant leader, who has demonstrated competence in seven domains of knowledge represented in the conceptual model that guides the program design. These domains include servant leadership, personal authenticity, governance and ethics, globalization and multiculturalism, change, innovation and entrepreneurship, organizational theory and research, and organizational learning. A foundational expertise integrated into each domain is the mastery of critical thinking, research, and problem solving.

The College of Adult and Professional Studies offers advanced graduate education for students seeking academic positions in research and teaching at leading universities, leadership opportunities in corporations, entrepreneurial businesses, health care institutions, higher education, faith-based institutions, government, and nonprofit organizations. The program is designed for working adults who have the intellectual capacity for advanced study, who thrive on the challenge of self-directed learning, who desire to master the discipline of organizational leadership, and those who purpose to contribute to Indiana Wesleyan University's mission to raise up leaders as World Changers.

The College of Adult and Professional Studies offers the dynamic combination of an integrated and seamless lock-step curriculum and technologically advanced facilities. At the very heart of these resources are the faculty and coursework grounded in theory and practice and leading organizational learning, change, and innovation. Our advanced graduate faculty is committed to critical inquiry, excellent teaching, and responsiveness to students. The curriculum reflects current knowledge and best practice and enables the students to meet the rigorous challenges of doctoral studies in a Christ-centered culture.

The desire of the faculty and administration of the College of Adult and Professional Studies in general and the faculty of the Division of Graduate Studies in Leadership in particular is to present a Doctor of Education (Ed.D.) degree program that prepares students to be Christian Leaders in their world, and from that perspective to initiate significant change for Christ. The faculty values the integration of Christian principles of faith and practice into both academic and work settings. We have developed our university mission statement to reflect this desire and this value, and the mission of the College of Adult and Professional Studies and that of the Ed.D. degree support and extend the broader university mission. For that reason, all classes include a component of faith integration, either through the basic nature of the course or via specific course objectives. It is our hope that this curricular exposure to faith integration will be the beginning of personal growth and spiritual development by each student in the program.

Program Requirements

Transfer Credits for Ed.S. Applicants

Students who have graduated with an Educational Specialist (Ed.S.) degree from a college or university accredited by a regional accrediting body and from a program nationally recognized by the Educational Leadership Constituents Council (ELCC) may transfer up to 30 credit hours of post-master's credit. Transferable credits include those credits for which a grade of "B" or higher was earned in a post-master's course meeting the following criteria of the transcript audit:

- The course is clearly comparable to one of the Ed.D. program course offerings.
- The course is at the 600 or higher numbering system and was not part of the master's degree requirements.
- The course has been completed within the past five years.
- The course reflects current knowledge-base and best practice.
- The course reflects higher order thinking, study, and assessment requirements of the scholarship of discovery.

Transfer Credits for non-Ed.S. Applicants

Students may transfer up to nine hours of post-master's credit from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education provided a grade of "B" or higher was earned in a post-masters course meeting the following criteria of the transcript audit:

- The course is clearly comparable to one of the Ed.D. program course offerings.
- The course is at the 600 or higher numbering system and was not part of the master's degree requirements.
- The course has been completed within the past five years.
- The course reflects current knowledge-base and best practice.
- The course reflects higher order thinking, study, assessment requirements of the scholarship of discovery.

Advanced Degree Appeals for Transferring Additional Hours

Students who have obtained a professional graduate degree requiring 60 credit hours or more may petition to have appropriate coursework transferred into the doctoral program under the same conditions as non-Ed.S. applicants with post-master's credit.

Graduate students having earned a doctoral degree or a professional degree requiring 90 or more credit hours (e.g., Educational Administration, Counseling, Psychology, and so forth) may appeal in writing, to the Chair, Division of Graduate Studies in Leadership, for a transcript audit to transfer up to nine additional hours (18 maximum). The letter of appeal, requesting more than nine hours of transfer credit, should clearly explain and justify the request. The letter of appeal should be supported with a dossier showing clear and convincing alignment with the course of studies and having met the criteria set forth in the policy and items one through five above.

Prerequisites for Ed.S. Graduates

Ed.S. graduates entering the doctoral program must satisfactorily complete EDL-770A, EDL-770B, and EDL-770C before beginning the Ed.D. coursework.

Attendance Policy

All doctoral courses are a blend of live and interactive online discussions (Ed-U-Flex). Students are expected to attend all live sessions and substantively engage in all interactive online discussions, tests, quizzes, and prescribed learning activities.

- **Live Class Sessions** - Live classes are held on Saturdays from 9:00 am to 5:00 pm and meet on the first, fourth, and eighth Saturdays of the September, January, and April terms. Students are expected to be in attendance when class begins, and remain the entire session. A student may be allowed one absence per course. These are only to be used when absolutely necessary and require approval from the faculty member teaching the course. (Bad weather, work and family emergencies, and illness are the primary reason for which students should reserve their option of missing one class meeting per term.) Students need to contact the faculty member regarding make-up work. The criteria for full participation attendance points will be determined by the faculty member.
- **Online Attendance** - Attendance is determined by participating in weekly discussions. Failure to participate in each weekly discussion forum will constitute an absence for that workshop. Participating in discussion does not guarantee full participation attendance points. The criteria for full participation attendance points will be determined by the course professor. A student may be allowed one participation absence per course. Students need to contact the faculty member regarding make-up work.
- **Excessive Absences** - If a student exceeds the allowed absences and does not contact the Office of Student Services to officially withdraw before the last class session, the professor is directed to issue the grade of "F."
- Students are expected to take courses in the predetermined sequence. Students who are unable to participate in a course due to unavoidable circumstances must arrange for a temporary leave of absence with the Office of Student Services prior to the beginning of the course. Students needing to withdraw while in a course may do so with permission of the Division Chair and by arrangement with the Office of Student Services prior to the end of the course, but the regular refund and academic withdrawal policies apply.

Residency

Residency for the doctoral program is satisfied by living on campus during three Summer Residency Institutes. These institutes are seven days in length and begin on a Saturday and go through the following Friday. (The exception is for those students participating in their first Summer Institute that must attend from Friday to Friday for 7½ days.) Students are expected to be in attendance every day of each institute and are not allowed an absence from required workshops, events, or class sessions that are scheduled during the Institute. The Summer Residency Institutes are normally attended during three consecutive years. However, in unusual circumstances a student may be given permission by the Division Chair to skip a year and attend the Institute another year. In no circumstances will a student be allowed more than four years to complete their residency. Students

are expected to follow the community lifestyle statement of the university while living on campus. This includes refraining from the use of alcohol and tobacco.

Withdrawal from a Course

A student that withdraws from a course will need to get permission from the Department Chair to continue in the program and will need to follow the plan of study prescribed by the Department Chair.

Students needing to officially withdraw from a course will be required to contact the Office of Student Services. Tuition will be reimbursed according to the following schedule:

- 100% of the tuition fee if withdrawing within the first seven days of attending the first live class session of the course,
- 90% of the tuition fee if withdrawing between the 8th and by the 14th day of the course,
- 50% of the tuition fee if withdrawing between the 15th and by the 21st day of the course, and
- No refund after the 21st day from the start date of the course.

Student withdrawing from the summer residency will be assessed a fee to cover the costs of room and meals.

Satisfactory Academic Progress

Students enrolled in the Ed.D. program are regarded as members of the academic community of Indiana Wesleyan University and are held responsible for conducting themselves in conformity with the standards of conduct for adult learners. Continued enrollment in the program is at all times subject to review of the student's academic record and of the student's actions with regard to observance of university rules and regulations.

The student must achieve a GPA of 3.0 by the end of the third term in order to continue in the program and cannot have a grade of less than a "B-" in any course. Students will become academically ineligible to continue enrollment when any of the following are received in coursework of the Ed. D. program of study:

- Grade point average (GPA) drops below 3.0 after the first three terms of the program.
- The required 3.25 GPA for graduation is not achieved within the first 27 credit hours of the program.

A student who is dismissed for academic reasons will be eligible to reapply for admission on a provisional basis after two terms or the equivalent, but only upon the recommendation of the Division Chair and with the approval of the Associate Dean of the School of Business and Leadership.

Students who fall below the required 3.25 GPA at any point in their program of study will be placed on academic probation and given a determined amount of time to raise the GPA to the required level. The amount of time given will be decided by a committee consisting of the student's advisor and the Division Chair.

Students that have a grade of incomplete in two or more courses are subject to suspension from the program for a time that is to be designated by the Division Chair in consultation with faculty members that have taught the courses in which the student has received the incomplete grade.

Students who do not follow the courses in the designated sequence, or who withdraw from a course, must undergo advising before being allowed to register for another course. The student's advisor will submit the reenrollment form to the Division Chair for approval. The student may then be registered for another course by Student Services.

IWU reserves the right to deny enrollment to any student, even though the student has met the minimum grade point average required, if it is apparent from the student's academic record of required courses that the student will not be able to meet the graduation requirements.

Comprehensive Exam

At the end of coursework, a comprehensive examination will be administered to each student in the Ed.D. program. This exam will be designed to:

- Determine the student's grasp of leadership understanding across the curriculum;
- Assess the student's ability to adapt and integrate leadership theory and current best practice across the curriculum, including the integration of faith and practice;
- Give the student the opportunity to demonstrate higher order thinking with reference to Organizational Leadership theory and practice.

The exam will be constructed to cover the major domains of the program and will be administered by a committee of full-time faculty in the Division of Graduate Studies in Leadership. The Comprehensive Examination Policy Guide is published annually before Comprehensive Examinations. All policies and guidelines published annually in the Guide become official academic policy of the Division and take precedent over any policies published in the catalog.

The Dissertation

The dissertation will be a field-based, practice-centered inquiry that attests to the student's understanding of the field and ability to conduct scholarly inquiry about an issue related to leadership practices and performance in organizations from which other leaders can benefit. In addition, the research must provide a unique contribution to the understanding of organizational leadership.

Students may conduct qualitative or quantitative research, culture evaluation, needs assessment, or any other type of research which meets the approval of their Dissertation Committee. The dissertation is expected to meet the highest standards of scholarship and inquiry, and should demonstrate doctoral level composition and format. The writer should identify the problem and its significance, outline the background and literature that informs the problem, and collect and analyze data. This should result in a written document detailing findings, implications, and recommendations for future policy, governance, and/or practice.

Dissertation Requirements

The Organizational Leadership major is a 60 semester hour program. The dissertation courses include a minimum of 12 hours beyond the 48 hours of designated courses.

Every Organizational Leadership student will be required to write and defend a dissertation. The Organizational Leadership course of studies emphasizes the development of theory-in-use research and skills with a practitioner focus. A doctoral research study addresses a problem of practice, where the focus is upon the integration of knowledge or its application. A variety of research methods may be used, resulting in a number of alternative forms of scholarly study, such as an organizational improvement study, a culture evaluation study, a governance and policy analysis study, or a problem resolution study. A dissertation generates or confirms knowledge and expanded capacity while linking theory-in-use to current best practice. The process of scholarship, research, and leadership utilizes a variety of research methods, including empirical, interpretive, or critical. All doctoral research studies and dissertations will result in a substantial written document.

Three credit hours of a dissertation seminar are required. The seminar may be taken when the student successfully completes the courses offered during the term in which the student participates in their third summer residency. This enables the graduate students to integrate coursework, field-based action learning, and organizational improvement initiatives into the research design of their dissertation. Nine credit hours of dissertation credit are required during year three. Graduate students not defending their dissertation during the summer following the third year will be expected to maintain continuous enrollment and pay a dissertation continuation one hour tuition fee for each subsequent term until the dissertation is defended and approved.

A Dissertation Policy Manual will be issued by the Division of Graduate Studies in Leadership and published annually. Students are expected to follow all policies, procedures, and guidelines contained in the most recent manual. A student that is unable to complete their dissertation within one year must follow the guidelines issued for the following year. For example, a student that completes their 700 and 800 level coursework in 2010 will be given a Dissertation Policy Manual issued at the Summer Residency Institute in 2010, but if the student's dissertation is not completed by June 30, 2011, the student will then be expected to follow the guidelines and policies contained in the Dissertation Policy Manual issued in July, 2011.

Degree Completion Limits

The Ed.D. program is designed as a lock-step curriculum, which is to be completed in 27 months, plus the dissertation. The time limit for completing the dissertation is four years from the point of completing the DL-915 course. Any exceptions to this policy must be made via a written petition presented, approved, and filed by the Division Chair.

Dissertation Continuation

Doctoral students not completing the dissertation by the end of the July term of the fourth year will be required to maintain continuous enrollment. They will be required to enroll in a one-hour Dissertation Continuation course (DOL-922) with the university each successive term until the dissertation is successfully defended. Students will pay the one hour tuition fee and a \$25 per term resource fee to maintain continuous enrollment.

Candidate Status

Doctoral students will attain candidacy status upon successful:

- Completion of all course work.
- Written and oral defense of the Comprehensive Exam.
- Completion and committee approval of the dissertation proposal (Chapters 1-3).

EdD - Organizational Leadership

Organizational Leadership (Ed.D.) - Program of Study

A student is expected to take courses in a specified sequence and this sequence can only be changed with the permission of the Division Chair for Graduate Studies in Leadership. Permission is normally granted for students that want to pursue a four-year as opposed to the normal three-year course of study. The three-year course of study is detailed below.

Year One

July Term

DOL-715	Leadership and Personal Development	3
DOL-720	Critical Inquiry	3

September Term

DOL-735	Advanced Leadership Theory	3
DOL-760A	Seminars and Praxis in Organizational Leadership-A	1 to 2

January Term

DOL-740	Organization Theory and Design	3
DOL-760B	Seminars and Praxis in Organizational Leadership-B	1

April Term

DOL-810	Statistical Research Design	3
DOL-760C	Seminars and Praxis in Organizational Leadership-C	1

Year Two

July Term

DOL-750	Change, Innovation, and Entrepreneurship	3
DOL-830	Global Perspectives on Leadership	3

September Term

DOL-840	Ethics and Leadership	3
DOL-860A	Advanced Seminars and Praxis in Organizational Leadership-A	1
	or	
DOL-865A	Advanced Global Seminars and Praxis in Organizational Leadership-A	2

January Term

DOL-820	Advanced Research Design Learning	3
DOL-860B	Advanced Seminars and Praxis in Organizational Leadership-B	1
	or	
DOL-865B	Advanced Global Seminars and Praxis in Organizational Leadership-B	2

April Term

DOL-800	Organizational and Adult Learning	3
DOL-860C	Advanced Seminars and Praxis in Organizational Leadership-C	1
	or	
DOL-865C	Advanced Global Seminars and Praxis in Organizational Leadership- C	2

Year Three**July Term**

DOL-855	Stewardship	3
DOL-880	Application of Research Methods	3

September Term

DOL-915	Dissertation Seminar	3

Students on the four year plan may substitute DOL-910, DOL-900A, and DOL-900B for DOL-915

January Term

DOL-920	Dissertation	3

April Term

DOL-920	Dissertation	3

July Term

DOL-920	Dissertation	3

Students will continue to register for DOL-922 Dissertation Continuation all subsequent terms until dissertation is completed.

Subtotal: 0

Organizational Leadership (Ed.D.) - Program of Study for Ed.S. Admitted Students

A student is expected to take courses in a specific sequence and this sequence can only be changed with the permission of the Division Chair for Graduate Studies in Leadership. The program of study for students transferring from a completed Ed.S. program is based on the transfer of 30 credit hours from a qualified and completed Ed.S. program to the DOL program of study. Students transferring from an approved Ed.S. program will begin the DOL coursework in the July term, and must complete EDL-770A, EDL-770B, and EDL-770C before matriculation. The two-year course of study is detailed below.

Transferable Credits from Ed.S. (30)**Prerequisite Courses**

EDL-770A	Advanced Leadership Seminar and Praxis for Educators	3
EDL-770B	Advanced Leadership Seminar and Praxis For Educators	3
EDL-770C	Advanced Leadership Seminar and Praxis For Educators	3

Year One**July Term**

DOL-720	Critical Inquiry	3

September Term

DOL-735	Advanced Leadership Theory	3

January Term

DOL-820	Advanced Research Design Learning	3

April Term

DOL-810	Statistical Research Design	3

Year Two**July Term**

DOL-855	Stewardship	3
DOL-880	Application of Research Methods	3

September Term

DOL-915	Dissertation Seminar	3

January Term

DOL-920	Dissertation	3

April Term

DOL-920	Dissertation	3

Year Three

DOL-920	Dissertation	3

Subtotal: 0

Organizational Leadership - MA**Admission Requirements**

- A baccalaureate degree from a regionally accredited college or university or an institution accredited by the Association for Biblical Higher Education.
- A minimum GPA of 3.0 in all undergraduate work (or 2.75 with approval from Department chair).
- A minimum of three years of significant experience in the workplace.
- Must currently be in a leadership position or demonstrate aspirations to attain a leadership position.

Graduation Requirements

- All 36 credits required in the curriculum sequence with a minimum GPA of 3.0 and a minimum grade of "C" in each course. A grade of "C-" or below will require the course to be repeated.
- Overall GPA of 3.0 in all IWU graduate work.
- Payment of all tuition and fees is required to receive a diploma.

MA - Organizational Leadership

The Master of Arts degree with a major in Organizational Leadership will provide graduates with the fundamental knowledge of leadership theory and skills to practice leadership in organizations. The program is targeted at students from all organizations (including business), but the focus will be on recruiting individuals from nonprofit organizations, government, military, and ministries.

Upon completion of the program students should be able to:

- Describe leadership theories and explain how they guide the practice of organizational leadership.
- Understand and practice authenticity and integrity as a part of their character and leadership.
- Synthesize knowledge about the foundational concepts of wisdom, followership, and stewardship as it applies to leadership.
- Evaluate ethical dilemmas that face leaders and implement the appropriate response.
- Analyze organizational problems and determine how the behavior of leaders and followers within an organization will be impacted.
- Evaluate the change and learning needs of an organization and implement appropriate strategies for redirecting the organization toward its goals.
- Develop and implement a strategic plan for an organization that emphasizes governance and stewardship principles.

- Practice scholarship by identifying organizational problems, researching the problem, and reporting the results of the research.

Organizational Leadership (MA) - Program of Study

Core Courses

MOL-500	Leadership Theory	3
MOL-505	Wisdom and Leadership	3
MOL-510A	Leadership Praxis	1
MOL-515	Followership	3
MOL-520	Ethical Challenges of Leadership	3
MOL-510B	Leadership Praxis	1
MOL-525	Organizational Behavior and Communication	3
MOL-530	Organizational Learning and Change	3
MOL-510C	Leadership Praxis	1
MOL-535	Stewardship and Strategic Planning	3
MOL-540	Research and Evaluation Methods for Leaders	3
MOL-510D	Leadership Praxis	1
MOL-565	Leadership Thesis	6
MOL-511	Leadership Praxis Seminar	2

Total Credit Hours: 0

School of Educational Leadership

The IWU School of Educational Leadership offers dynamic programs that serve to apply the mission of IWU by drawing teachers, administrators, and other school personnel into an integrated experience of intellectual challenge, spiritual growth, and leadership development. These programs call candidates to Christian character and academic excellence, equip them for success in their disciplines, mentor them in leadership, and prepare them for service.

Through the IWU School of Educational Leadership, a variety of Adult Education Programs are offered to help students meet personal and professional goals:

- **Adult Teacher Licensure Programs Department** - offers a graduate level, non-degree initial licensure program.
- **Advanced Studies for Teacher Leaders Department** - offers a graduate level, advanced degree program (Master of Education).
- **Educational Administration Department** - offers a post-master's, non-degree licensure program leading to the P-12 Building Level Administrator's License as well as the Education Specialist degree leading to the P-12 District Level Administrator's License.
- **Office of Professional Development and Educational Licensing** - offers graduate level, non degree programs resulting in additional licensure and continuing studies for license renewal as well as assistance to educators seeking to renew or professionalize a teaching license.

Applicants to any program within the School of Educational Leadership will be required to sign a disclosure of information waiver giving any prior institutions the applicant may have attended permission to supply IWU representatives all information relevant to the applicant's fitness for teacher training or licensure recommendation, including but not limited to his/her conduct, standing, or reputation while attending said institutions. Any information obtained may be considered by IWU in its decision whether or not to admit an applicant, to permit his or her continuance in a program, or to recommend him/her for licensure.

Academic Policies - School of Educational Leadership

Attendance Policy - CAPS

Because of the delivery method of adult and graduate programs, attendance is required and monitored. Students are expected to be present for on-site class sessions and participate in online activity. Absences are allowed as follows:

- Under emergency circumstances, a student may be allowed one absence in courses that are five class sessions or fewer in length. Students need to contact the faculty member regarding make up work.
- Under emergency circumstances, a student may be allowed two absences in courses that are six or more class sessions in length. Students need to contact the faculty member regarding make up work.
- Under emergency circumstances, a student may be allowed four absences in courses that are sixteen or more class sessions in length. Students need to contact the faculty member regarding make up work.

If a student exceeds the allowed absences and does not contact the Office of Student Services to officially withdraw before the last class session, the instructor is directed to issue the grade of "F." Students who never attend a class and do not withdraw will be administratively withdrawn from the course and from all subsequent courses. Students must then go through the normal re-admittance process.

Students who must miss a course due to unavoidable circumstances must arrange for a withdrawal with the Office of Student Services prior to the beginning of the course. Students needing to withdraw while in a course may do so by arrangement with the Office of Student Services prior to the end of the course, but the regular refund and academic withdrawal policies apply. Students will be charged a \$100 withdrawal fee.

Faculty members reserve the right to factor lateness, early departures, and class attendance into a student's grade, as long as it is addressed in the syllabus.

On-site Attendance Policy – The nature of the adult and graduate programs requires students to attend all class sessions. Class attendance records are maintained by the faculty member and submitted to the Office of Student Services.

- **Class Attendance Policy** – Students are expected to be present when class begins, and remain the entire workshop. To be counted present, a student must attend a total of three hours or more of a class that is four hours in length or four and one-half hours or more of classes that are six hours in length.
- **Project Team Policy** – Students are expected to participate in their project team activities.

Online Attendance Policy: Attendance is determined by activity during a workshop, either through discussions or submission of assignments. A student is reported absent for a workshop if there is not at least one submission (or posting) of an assignment or in a discussion forum assigned during that workshop.

See the Graduate Studies in Leadership section (p. 285) for the specific attendance requirements of the doctoral program.

Certificate/Degree Requirements - School of Educational Leadership

Certificate/degree requirements for programs within the School of Educational Leadership:

- Completion of core requirements
- Cumulative GPA of 3.0 or higher
- A grade of "B-" or higher in each course

See each program listing for individual program requirements.

In addition to the above, all degree candidates must settle all financial obligations in order to receive their certificate or diploma.

Clinical Experience Requirements

For majors and teaching certificate programs requiring clinical experiences, candidates will identify and recommend a supervising teacher (i.e., a peer teacher in the field), approved by the Department Director. All clinical experience assignments will require that the candidate submit a completed clinical placement form and satisfy all assignments with a satisfactory score.

The M.Ed. International program does not require a clinical or field experience; however, most assignments and activities within the program's courses will require teachers to practice the application of course content within their classrooms among actual students.

Computer Requirements - CAPS

Students are expected to possess a computer throughout the duration of their program. Student computers must be able to run a supported browser for Blackboard and handle additional plug-ins as identified by the Learning Management System (LMS) company. Students should be able to produce, send, and receive documents that are compatible within the two most recent offerings of Microsoft Office to complete most of the assignments. IWU will offer support to students on only these two offerings of office software. Computer and Internet connection may need to be fast enough in some courses to watch streaming videos, participate in live meetings, upload large files, install software, and listen to audio lectures. In addition to these minimum expectations, participation in a CAPS course or program may entail additional computing and/or technology requirements.

Grading and Evaluation - School of Educational Leadership

A letter grade is used in evaluating the work for a course. For the purpose of determining scholastic standing and awarding honors, grade points are granted according to the letter grades and semester hours of credit. The grade point average (GPA) is the number of quality points earned at IWU divided by the number of credit hours attempted at IWU.

Grade	Percentages	Quality Points (per credit)	Definition
A	97 - 100%	4.0	Superior
A-	94 - 96.9%	3.7	
B+	92 - 93.9%	3.3	
B	89 - 91.9%	3.0	
B-	86 - 88.9%	2.7	Above Average
C+	84 - 85.9%	2.3	
C	80 - 83.9%	2.0	
F	0 - 79.9%	.0	Failure (Also given for unofficial withdrawals)

The following grades are not figured into the GPA:

W	Passing work at time of official withdrawal
I	Incomplete
CR	Credit
NC	No Credit
AU	Audit

Repeated Courses - A student may repeat once any course in which a grade below "B-" ("C+", "C," or "F") was previously earned. The course may be repeated once.

Whenever a course is repeated, the last grade and credits earned replace the previous grade in computing the student's grade point average (GPA). All entries, however, remain a part of the student's permanent academic record. Duplicate credit hours are not given for two or more passing efforts. A course taken in a classroom format may not be repeated for a grade through independent learning.

Since a course may be repeated once, failure to achieve a satisfactory grade in a course after two attempts will result in academic suspension and ineligibility to complete the major in which the course was repeated.

Incomplete Grades - Students are expected to complete the course requirements by the last class session. There may be instances when crisis circumstances or events prevent the student from completing the course requirements in a timely manner.

However, the issuance of an incomplete cannot be given if the student fails to meet the attendance requirements. In these rare situations, a grade of “I” (incomplete) may be issued but only after completing the following process:

- The student must request an “I” from the instructor.
- The instructor must obtain approval from the appropriate Regional Dean/Program Director/Program Chair/Division Chair.

Because “incompletes” are granted only for extenuating circumstances, the student’s grade will not be penalized.

A student who receives an “incomplete” has 10 weeks from the final meeting date of the course to complete course requirements and turn them in to the instructor. If, at the end of the 10-week extension, the student has failed to complete the course requirements in order to receive a passing grade, the “incomplete” will become an “F.” A student with more than one incomplete on record is subject to academic suspension.

Grade Reports - At the end of each course, the instructor submits grades for each student. Grade reports are available online to the student and indicate courses taken, credits received, and grades assigned.

Transcripts - The student’s official transcript is prepared by the Indiana Wesleyan University Registrar's Office and will show the course, grade, credit, and dates of instruction for each course. Requests for transcripts of coursework at Indiana Wesleyan University must conform with the Privacy Act of 1974, which requires that all transcript requests be submitted in writing and signed by the student, for protection of the student's confidentiality. A transcript is official only when it bears the university seal.

It is university policy not to release a transcript if the student owes anything to the university or if he or she is delinquent on any loan received through Indiana Wesleyan University. A \$3 fee is charged for each transcript and must be enclosed, along with a complete address to which the transcript is to be mailed. Please provide a current address if request is to be sent to student's home. Students requesting a transcript should write to the Indiana Wesleyan University Registrar's Office, 4201 South Washington Street, Marion, IN 46953. For more information, call 1-765-677-2966 or <http://www.indwes.edu/Academics/Registrar/Transcript>

Graduation - Graduate Degree Programs

Graduation Ceremonies - IWU graduation ceremonies are held three times a year. Degrees are conferred and posted to the student's transcript on these three dates only.

Eligible students are notified by the Office of Student Services of procedures and requirements concerning graduation.

Each student must complete an “Application for Graduation” provided by the Office of Student Services. This application indicates the student’s intent to graduate and initiates the final evaluation of the student’s academic record.

Students are also asked to inform the university as to whether they will be attending the ceremony. This allows the university to determine the number of tickets available for students who are attending. If a student cannot attend graduation due to unforeseen circumstances, the degree is still conferred; however, attendance at a future graduation is not an option.

Graduation Requirements - All requirements must be met and transcribed by the date established by the Office of Student Services (eight days prior to the commencement ceremony). Students taking internal or external coursework need to make sure that transcripts, grades, and scores can be received and transcribed by the deadline date.

Students may receive one degree only per commencement. Students meeting requirements for more than one degree must apply for and participate in two different ceremonies. Any university-approved dual degree program is an exception to this policy.

Students who have received a degree from IWU and have returned to meet requirements for an additional major at the same degree level will have the second major posted to their existing degree. The second major can only be posted at one of the three conferral dates, and students receiving the second major are not eligible to participate in another graduation ceremony.

Diplomas - Diplomas are mailed after the conferment of degrees. Diplomas indicate degree earned, date of degree, major, specialization, and honors. A student’s financial account must be settled to receive a diploma.

Honesty, Cheating, Plagiarism, and Forgery

Academic dishonesty is inconsistent with scholarship and the pursuit of knowledge and Christian character. Thus, Indiana Wesleyan University expects students to be honest in all academic work.

Coursework

Students are expected to exhibit honesty in the classroom, in homework and on quizzes and tests. Each instructor should define what constitutes honest work in a specific course. Any deviation from ordinary standards, such as the permitted use of notes for an examination or an “open book” test, should be stated clearly by the instructor.

Cheating is defined as the use or attempted use of unauthorized materials or receiving unauthorized assistance or communication during any academic exercise. Examples of cheating include:

1. Submitting work for academic evaluation that is not the student's own.
2. Copying answers from another student during an examination.
3. Using prepared notes or materials during an examination.
4. Permitting another student to copy one's work.
5. Plagiarism.
6. Falsification.
7. Other misrepresentations of academic achievement submitted for evaluation or a grade.
8. The submission of papers or other work that one has submitted in a previous class or classes without appropriate citation and/or permission of the instructor.

Plagiarism is defined as "the false assumption of authorship; the wrongful act of taking the product of another person's mind and presenting it as one's own" (A. Lindey, 2006, *Plagiarism and Originality*). *The Prentice Hall Reference Guide* (2006) indicates, "To plagiarize is to include someone else's writing, information, or idea in a paper and fail to acknowledge what you took by indicating whose work it is" (p. 292). In other words, it is not giving credit where credit is due. Plagiarism is both a moral and ethical offense and sometimes a legal one.

Examples of plagiarism include:

1. Copying another person's actual words without the use of quotation marks, source citation, or footnotes.
2. Presenting another person's ideas or theories in your own words without citing the source.
3. Failing to acknowledge contribution and collaboration from others.
4. Using information that is not common knowledge without citing the source.
5. Submitting downloaded papers or parts of papers, "cutting and pasting," or paraphrasing or copying information from Internet sources without proper acknowledgment of a source.

Sanctions

It is the responsibility of each student to be aware of policies regulating academic conduct including definitions of academic dishonesty, the possible sanctions, and the appeals process.

Any undergraduate student apprehended and charged with cheating, including plagiarism, during his or her college matriculation, shall receive the following discipline:

1. First incident of cheating: no credit (i.e., no points given) in paper, assignment, or exam.
2. Second incident of cheating: failure in the course involved.
3. Third incident of cheating: dismissal from the university.

In addition to the above, a graduate student is expected to understand clearly the nature of cheating and is subject to dismissal from the university for any egregious act of academic dishonesty or cheating, without the need to follow the steps listed above. Incidents of cheating and/or plagiarism will be investigated and judged by the appropriate academic leader.

Because the matter of cheating cumulatively leads to dismissal, faculty are required to report each case to the appropriate university administrators who in turn reports the case to the academic leader of the specific college/school. Unquestionable evidence must be in hand before any action will be taken to confront and accuse a student of cheating.

A student who is not satisfied with the disciplinary action may follow the grievance and appeal policies of the appropriate academic unit.

Falsification of Academic Records or University Documents: Falsification of academic records or documents includes but is not limited to altering any documents affecting academic records; forging signatures; or falsifying information of an official document such as a grade report, ID card, financial receipt, or any other official university letter or communication. This includes information downloaded (printed) from student information available via Web (online) services.

Unauthorized Access to Computerized Academic or Administrative Records or Systems: Unauthorized access to computerized academic or administrative records or systems means viewing or altering the university's computer records without authorization; copying or modifying the university's computer programs or systems without authorization; releasing or dispensing information gained through unauthorized access; or interfering with the use or availability of computer systems information.

Students who are found to have falsified university documents or participated in unauthorized access to computerized academic or administrative records or systems are subject to dismissal from the university for a single incident. The university may consider legal action for any individual found to have participated in these actions.

Matriculation - School of Educational Leadership

The School of Educational Leadership requires that all candidates admitted to graduate certificate and graduate degree programs complete prescribed course work per the program calendar provided at program orientation.

All programs in the School of Educational Leadership are designed as a lock-step curriculum, which is to be completed in the time specified by the program calendar for each graduate certificate or graduate degree program.

All candidates in the School of Educational Leadership are expected to complete program requirements associated with their graduate certificate or graduate degree in four years from the point of admission. Any exceptions to this policy must be made via a written petition presented, approved, and filed by the Associate Dean of the School or his/her designee.

Any candidate who withdraws from the program for a period of six consecutive months must be readmitted under the most current university catalog and is subject to adhering to program requirements as listed in the catalog at the time of readmission.

Program Gateways Requirement - School of Educational Leadership

All graduate certificate and graduate degree programs in the School of Educational Leadership are part of a larger Professional Education Unit within the University that is accredited by the National Council for the Accreditation of Teacher Education. Subsequently, all programs must adhere to the Unit Assessment System established by the University's Professional Education Unit.

The Unit Assessment System requires that candidate data be collected, evaluated, and reported at four program gateways. These gateways are as follows:

- Admission
- Mid-Program Review
- Program Completion
- Post-Program (non-evaluative)

Candidates are required to satisfactorily pass the admission, mid-program review, and program completion gateways based upon established criteria set forth by each graduate certificate and/or graduate degree program. Program gateway requirements and decision rules determining successful program gateway completion are published as a part of the candidate's program orientation materials and are referenced throughout the program via course syllabi.

Candidates will be evaluated by School faculty and a determination of pass, pass with conditions, or fail will be issued for the admission, mid-program review, and program completion gateways. In the event a candidate fails the admission, mid-program review, or program completion gateway, the appropriate program director will petition to have the candidate administratively withdrawn from all remaining course work. Candidates will not be able to reenroll in their program until such time as a formal remediation plan is successfully completed and the appropriate program director issues a second petition to reinstate the candidate.

Program Readmission Requirement - School of Educational Leadership

Candidates who have previously withdrawn from a program of study in the School of Educational Leadership and who wish to be readmitted to the program are welcome to return. The following conditions for readmission will be applied by the School:

- Program directors reserve the right to require that candidates audit some courses that may have already been completed if the Director determines that the material is significantly different than when the candidate first took the course.
- In the event the candidate has been withdrawn for a period of six months or more, the candidate must satisfy all program and clinical experience requirements as published in the IWU catalog at the time of their readmission to the program.

Adult Teacher Licensure Programs Department

The Adult Teacher Licensure Programs Department offers the Transition to Teaching (TTT) initial licensure program.

Initial Licensure Program

Indiana Wesleyan University's Transition to Teaching (TTT) program is a graduate level, non-degree initial licensure program structured to help adults who are motivated to take their life and work experience into the classroom - to mold the minds of Indiana's future leaders. Candidates provide the content knowledge - Indiana Wesleyan University will provide the teaching theory and techniques to facilitate their growth in becoming a world-changing teacher.

There are three major areas of the Transition to Teaching program:

- **Subject Knowledge:** The basic premise behind this program is that adults with a baccalaureate degree and work experience in a particular field possess sufficient knowledge on the subject they want to teach. Therefore, the TTT program contains no courses where content knowledge on a subject will be taught. The State of Indiana will require TTT candidates to take the applicable Praxis exams to determine if they possess the requisite content knowledge to teach their subject.
- **Education Theory and Methods:** The Transition to Teaching courses will cover a wide array of teaching strategies, theories, techniques, and methods to prepare the candidate for the classroom. Course instructors are university professors or currently practicing school administrators or teachers with years of experience in the classroom using real life applications of teaching principles.
- **Student Teaching:** Candidates will be in a K-12 classroom in their area of licensure for a seventeen week student teaching experience. The student teaching experience for elementary candidates will also have an additional student teaching experience with an emphasis on reading and language arts. The university will arrange appropriate student teaching placements based on the area of licensure and geographical preference.

Mission of TTT Program

The mission of the Transition to Teaching program is to enlarge Indiana's pool of qualified K-12 teachers by providing a quality teacher preparation program for working adults. The Transition to Teaching program meets the requirements of the enabling legislation and the Indiana Department of Education's Office of Educator Licensing and Development while eliminating as many barriers to the working adult as feasible.

- **Content/Subject Matter Expertise:** Demonstration of a liberal arts education which provides a foundation for future professional growth.
- **Personal Development (Morals and Ethics):** Internalization of an individual set of moral and ethical behaviors.
- **Professional Development:** Knowledge of how and when children learn, addressing developmental and motivational stages; awareness of recent developments in educational research.
- **Rights and Responsibilities:** Application of decision-making skills necessary to implement appropriate decisions within the parameters of legal, contractual, and administrative directives.
- **Methodology:** Integration of instruction which permits the teacher to plan, implement and evaluate master learning.
- **Management of Time, Classroom, and Behavior:** Commitment to a model of classroom management based upon positive reinforcement and building self-esteem.
- **Communication:** The ability to communicate effectively with students and peers in written and verbal forms.
- **Global and Multicultural Perspectives:** Recognizing that individuals are different and that multicultural (ethnic, socio-economic, and differently abled) diversity awareness changes behavior and systems in order to remove barriers to success.

Admission Requirements

Applicants to any program within the School of Educational Leadership will be required to sign a disclosure of information waiver giving any prior institutions the applicant may have attended permission to supply IWU representatives all information

relevant to the applicant's fitness for teacher training or licensure recommendation, including but not limited to his/her conduct, standing, or reputation while attending said institutions. Any information obtained may be considered by IWU in its decision whether or not to admit an applicant, to permit his or her continuance in a program, or to recommend him/her for licensure.

All applicants must have:

- Baccalaureate degree from a regionally accredited university or college with a grade point average of at least 3.00 related to the content area in which an initial teaching license is sought; or
- Both a baccalaureate degree from a regionally accredited university or college with a grade point average of at least 2.50 and five years of professional experience (i.e., professional experience related to the content area in which the applicant seeks licensure) related to the content area in which an initial teaching license is sought; or
- A graduate degree related to the content area in which an initial teaching license is sought (does not apply to TTT Elementary Education applicants).
- Passing Praxis I or CASA scores or Approved Alternative Praxis I scores (as established by the Indiana Department of Education) for reading, writing, and math. Alternative Praxis I scores options include:
 - Total Praxis I composite score of at least 527
 - ACT with a score of at least 24 based on Math, Reading, Grammar, and Science
 - SAT with a score of at least 1100 based on Critical Reading and Math
 - GRE with a score of at least 1100 based on Verbal and Quantitative
 - Anyone with a Master's Degree from a regionally accredited institution is exempt
- A state approved criminal history.
- Minimum scores of "3" or higher on a required Candidate Disposition Admission Survey (based on a four point scale).

Completion Requirements

The Transition to Teaching program can recommend candidates for licensure in the following areas:

- Elementary Generalist K-6
- Grades 5-12 - Life Science, Chemistry, Economics, Government and Citizenship, Psychology, Historical Perspectives, Sociology, Language Arts, mathematics, Health Education, and Spanish.
- Grades P-12 - Physical Education, Vocal and General Music, Instrumental and General Music, and Visual Arts. (Those seeking P-12 licensure in these areas should enroll as a TTT secondary teaching candidate).

To be eligible to be recommended for licensure a candidate must:

- Complete all course requirements with a minimum GPA of 3.00 and no grade lower than a "B-."
- Pass all clinical experiences with a grade of "Credit."
- Provide passing scores for all required state licensure examinations.
- Applicants seeking licensure in Spanish will successfully demonstrate competence in oral Spanish communication skills via recorded process that is assessed by IWU approved Spanish speakers using a scoring rubric.

Program Requirements

To complete the Transition to Teaching program, all elementary and secondary candidates must:

- Successfully pass the admission, mid-program review, and program completion gateways.
- Successfully complete each course with at least a "B-" grade and a minimum overall GPA of 3.0.
- Successfully pass all Key Assessments with a score of a "3" or "4" for all rubric criteria.
- Successfully pass all Professional Dispositions with a score of a "3" or "4" for all rubric criteria.
- Successfully pass all Clinical Experience requirements associated with their program with a score of a "3" or "4" for all rubric criteria.

Clinical Experience Requirements

Field Experience:

- All TTT candidates in both the elementary and secondary programs must complete four, 10-hour field experience assignments embedded in four core courses.
- All assignments for field experiences will be arranged by the Office of Clinical Experiences. Candidates are not to contact any school or attempt to secure their own field experience assignment at any time.
- All core course work prior to either EDUT-590 or EDUT-595 must be completed with a minimum grade of no less than "B-" in each core course to be eligible to student teach.

Student Teaching:

- All TTT candidates in both the elementary and secondary programs must complete nine weeks of full-time student teaching.
- Any candidate absences must be made up within the time frame of the student teaching course. Should a candidate not be able to meet the required hours and weeks associated with the student teaching placement, the candidate may petition the TTT Program Director for an extension of time.
- All placements for student teaching will be made by the Office of Clinical Experiences. Candidates are not to contact any school or attempt to secure their own student teaching assignment at any time.
- Once a student teaching placement has been finalized, it can only be changed by approval of the Office of Clinical Experiences. The candidate must supply sufficient evidence to warrant such change.
- At the request of the cooperating P-12 school's administration, the University faculty, or University administration, a candidate can be removed from a student teaching assignment at any time for immoral or inappropriate conduct.
- The TTT Program Director may remove a candidate from a student teaching experience for the candidate's failure to satisfactorily perform the requirements of the student teaching experience. Input from the university faculty and administration and the cooperating teacher will be sought before removing the candidate.
- Removal from a student teaching experience may result in the candidate being permanently withdrawn from the program. A grade of "No Credit" will be issued for the student teaching course.
- If a candidate repeating a student teaching course does not receive a satisfactory grade, the candidate will be withdrawn permanently from the Transition to Teaching program and will be ineligible to reapply.
- Any candidate who is being considered for removal from a student teaching experience has the right to appeal that decision pursuant to the policies of the College of Adult and Professional Studies.

Certificate - Transition to Teaching Program

TTT - Program of Study

Core Courses - Elementary Education

EDUT-ORE	Orientation to Transition to Teaching	0
EDUT-540	Introduction to 21st Century Education For Elementary Teachers	3
EDUT-541	Innovative Teaching for the 21st Century for Elementary Classrooms	3
EDUT-545	Assessment and Learning in the Elementary Classroom	3
EDUT-520	Foundations in Phonics and Language Structure	3
EDUT-521	Diagnostics in Reading and Language Arts in the Elementary Classroom	3
EDUT-550	Methods of Teaching the Elementary School Curriculum	3
EDUT-548	Researched-Based Behavior Interventions And Elementary	3

EDUT-590	Classroom Management Student Teaching: Elementary Education	3
Core Courses - Secondary Education		
EDUT-ORE	Orientation to Transition to Teaching	0
EDUT-570	Introduction to 21st Century Education For Secondary Teachers	2
EDUT-571	Innovative Teaching for the 21st Century For Secondary Classrooms	3
EDUT-575	Assessment and Learning in the Secondary Classroom	3
EDUT-560	Content Reading and Literacy for Adolescents	2
EDUT-578	Secondary Teaching Methods and Resources	3
EDUT-580	Researched-Based Behavior Interventions And Classroom Management for Adolescents	2
EDUT-595	Student Teaching: Secondary Education	3

Minimum Computer Requirements - School of Educational Leadership

Office of Professional Development and Educational Licensing

The Office of Professional Development and Educational Licensing offers graduate level coursework designed to provide educational opportunities for school teachers and administrators.

Graduate courses offered through this office are designed to strengthen the professional competencies of P-12 practitioners. These courses address contemporary educational challenges by employing a theory-to-practice approach to adult learning. Credit for these courses may be applied toward renewal of the Indiana state teaching license.

Courses are offered throughout the year in classroom locations across the state of Indiana as well as online. At times, IWU partners with other associates to provide a broad array of courses that will fulfill the requirements of licensure renewal. The courses are offered as credit for possible license renewal and are not eligible to apply toward any degree or professional preparation program at IWU. These courses (offered by Performance Learning Systems [PLS]) are not applicable toward the completion requirements of any School of Educational Leadership degree or professional preparation program.

Educators employed by school districts in states outside Indiana are welcome but are strongly advised to consult with their own state licensure office prior to registering. Students registering in courses bear the full responsibility for ensuring the applicability of IWU graduate courses for license renewal in their state.

Those new to Indiana Wesleyan University may register in courses offered through the Office of Professional Development and Educational Licensing as a non-degree seeking student based on submission of the following:

- Course registration form.
- A copy of an official transcript from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education which indicates the recipient has earned at least a baccalaureate degree.

Registration in coursework offered through the Office of Professional Development and Educational Licensing does not constitute admission to an IWU graduate degree program. If a non-degree seeking student decides at any time to apply for admission to an IWU graduate degree program, the student must complete the full and regular admission process. With approval of the program director immediately involved, up to six semester hours earned through the Office of Professional Development and Educational Licensing may be applied toward an IWU graduate education degree.

Applicants to any program within the School of Educational Leadership will be required to sign a disclosure of information waiver giving any prior institutions the applicant may have attended permission to supply IWU representatives all information relevant to the applicant's fitness for teacher training or licensure recommendation, including but not limited to his/her conduct,

standing, or reputation while attending said institutions. Any information obtained may be considered by IWU in its decision whether or not to admit an applicant, to permit his or her continuance in a program, or to recommend him/her for licensure.

ACSI Credentialing Program

The ACSI Credentialing Program at Indiana Wesleyan University is a non-degree, non-certificate program that provides graduate level course work to individuals seeking to obtain an Association for Christian Schools International (ACSI) teaching credential. The program consists of seven (7) credit hours for individuals seeking to teach in a domestic ACSI member school and ten (10) credit hours for individuals seeking to teach in an international ACSI member school. Upon completion of the required coursework, it is the individual's responsibility to make application to ACSI for their teaching credential. The required coursework satisfies all criteria established for an ACSI teaching credential. There is no field experience required for this program.

The mission of the Association of Christian Schools International (ACSI) Credentialing program is to prepare teacher leaders to provide advanced knowledge that translates into effective teaching performances and dispositions, all of which are focused on improving P-12 student learning in private Christian schools.

The purpose of the program is to provide a course of study leading to an ACSI teaching credential that meets the professional needs of practicing Christian school teachers. Outcomes and expectations associated with this credentialing program are:

- **Providing influence for positive individual growth and school change.** Candidates are proficient in teacher leadership to help individual peers, to influence professional learning communities, to improve building-level instruction, to impact school culture, and to cause meaningful school change and improvement.
- **Understanding and Interacting with Individual Learners as Individual Learners.** Candidates are proficient in providing differentiated instruction to individual learners, regardless of unique academic need across the ability spectrum from special education to gifted education.
- **Leading curricular change.** Candidates are proficient in curriculum development and implementation; knowledge of curriculum and subject matter is used to create positive change in classrooms, schools, and districts.
- **Implementing instructional effectiveness.** Candidates are proficient in the knowledge, dispositions, and skills needed for effective teaching; effective teaching results in successful student learning.
- **Managing classroom learning.** Candidates manage the classroom learning environment to create success for all students.
- **Practicing reflective assessment.** Candidates manage their continued learning and professional development through continuous reflection about their teaching knowledge, dispositions, skills, and practices.
- **Building learning networks.** Candidates create professional partnerships to create learning opportunities for themselves and their students.
- **Complying with legal obligations.** Candidates fulfill all legal requirements in the performance of their teaching duties.

Admission Requirements

- A baccalaureate or graduate degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- An undergraduate GPA of 2.75 or higher from the baccalaureate degree granting institution at which at least of minimum of 30 hours was completed.

Completion Requirements

- Successfully complete each course with at least a "B-" grade and a minimum overall GPA of 3.0.

ACSI - Program of Study

Required Courses - Domestic

ACSI-ORE	Orientation to the ACSI Credentialing Program	0
EDCS-546	Christian Philosophy of Education	1
BIB-501	Introduction to the Old Testament	3

BIB-502	Introduction to the New Testament	3

Required Courses - International

ACSI-ORE	Orientation to the ACSI Credentialing Program	0
EDCS-546	Christian Philosophy of Education	1
BIB-501	Introduction to the Old Testament	3
BIB-502	Introduction to the New Testament	3
EDCS-512	Integration of Faith and Learning in P-12 Christian School Classrooms	3

Minimum Computer Requirements - School of Educational Leadership

Educational Licensing

The Office of Professional Development and Educational Licensing offers the following options:

License Renewal

Courses offered through the School of Educational Leadership are designed to further develop the skills of school teachers, administrators, and school services personnel. Theory-to-practice approaches to educational challenges are major goals of the program.

All courses have been approved by the Indiana Department of Education's Office of Educator Licensing and Development (OELD) and may be used to renew an Indiana instructional, administration, or school services license. Renewal requires the accumulation of ninety (90) Professional Growth Points and submission of Professional Growth Plan for verification. Professional Growth Points must be earned between the point when the license is issued and the point when renewal of the license takes place. These points can be earned through a variety of means, including the completion of coursework from an accredited institution with each semester hour equaling fifteen Professional Growth Points.

Professional License

The requirements for professionalizing an educator license vary according to academic discipline. ALL professionalization applications, regardless of academic discipline, will require completion of an advanced degree (i.e. Master's degree or higher). Applicants seeking professionalizing of an instructional license will also be required provide proof of two years of teaching experience in accredited schools as well as have held a Proficient Practitioner/Standard/Provisional license for five years. Applicants seeking a professional administrator license will be required to provide proof of completing sixty hours of graduate coursework from accredited institutions in Administration and related areas (advanced degree work can count towards these hours), and five years of administrative experience in the content area of the license in an accredited school or public school district. Those seeking licensure in School Counseling will be required to prove two years of experience as a school counselor in an accredited school and hold a Proficient Practitioner/Standard/Provisional license for five years.

Recertification Requirements

- Applicants must have a valid Rules 2002, Rules 46-47, Bulletin 400, or earlier rules Proficient Practitioner/Standard/Provisional license from the State of Indiana. Applicants must have obtained ninety Professional Growth Points and received verification of completed Professional Growth Plan from School Administrator (if employed in a school system) or Department of Education (if not employed in a school system).
- Applicants are advised to complete the online application for renewal of their Indiana Instructional, Administration, or School Services License. Instructions for this process are provided in the licensing section of the IWU web site or on the Indiana Department of Education's web site.
- The Indiana Department of Education advises license holders to NOT begin a renewal process until at least sixty days prior to the license expiration date.

Advanced Studies for Teacher Leaders Department

The Advanced Studies for Teacher Leaders Department offers:

- A 33 hour Master of Education (M.Ed.) degree program with six majors:
 - Teacher Leadership with two specializations - Elementary Education and Secondary Education
 - Curriculum and Instruction
 - Special Education
 - High Ability
 - English Language Learners
 - School Administration
- A 30 hour Master of Education (M.Ed.) International degree program
- Teaching Certificate Programs (18 credit hours each) for the following content areas:
 - Exceptional Learners - Mild Intervention
 - High Ability Learners
 - English Language Learners

MEd Programs

The M.Ed. degree program is designed for practicing classroom teachers seeking an advanced degree. The program is 33 semester hours and awards six different majors: Teacher Leadership with two different Specializations (Elementary Education and Secondary Education), Special Education, High Ability, Curriculum and Instruction, English Language Learners, and School Administration.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

The mission of the Master of Education Program is to prepare teacher leaders to provide advanced knowledge that translates into effective teaching performances and dispositions, all of which are focused on improving P-12 student learning.

The purpose of the Master of Education Program is to provide advanced study beyond the baccalaureate degree to meet the professional needs of practicing teachers. Outcomes and expectations associated with developing master teachers as World Changers are:

- Leading curricular change. Candidates are proficient in curriculum development and implementation; knowledge of curriculum and subject matter is used to create positive change in classrooms, schools, and districts.
- Implementing instructional effectiveness . Candidates are proficient in the knowledge, dispositions, and skills needed for effective teaching; effective teaching results in successful student learning.
- Managing classroom learning. Candidates manage the classroom learning environment to create success for all students.
- Practicing reflective assessment. Candidates manage their continued learning and professional development through continuous reflection about their teaching knowledge, dispositions, skills, and practices.
- Building learning networks . Candidates create professional partnerships to create learning opportunities for themselves and their students.

Admission Requirements

Applicants to any program within the School of Educational Leadership will be required to sign a disclosure of information waiver giving any prior institutions the applicant may have attended permission to supply IWU representatives all information relevant to the applicant's fitness for teacher training or licensure recommendation, including but not limited to his/her conduct, standing, or reputation while attending said institutions. Any information obtained may be considered by IWU in its decision whether or not to admit an applicant, to permit his or her continuance in a program, or to recommend him/her for licensure.

The admission requirements for the M.Ed. program are as follows:

- A baccalaureate or graduate degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education verified on original transcripts sent by the institution directly to Indiana Wesleyan University. Note: M.Ed. International applicants who have not graduated from a university or college accredited by a North American

regional accrediting agency but have a four-year degree or diploma issued outside of North America must have a course-by-course evaluation of their transcript sent directly to IWU by World Educational Services, Educational Credentials Evaluation, or another agency approved by IWU.

- An undergraduate GPA of 2.75 or higher from the baccalaureate degree granting institution at which at least of minimum of 30 hours was completed.
- Public school candidates need:
 - A valid (but not necessarily current) state teacher's license.
 - At least one year (i.e., a minimum of one semester and one day) of teaching experience from an approved and accredited public, private, or parochial school in the United States or abroad.
 - Supporting documentation demonstrating access to a P-12 classroom.
- ACSI, FACCS, and FCCS candidates to the M.Ed. Program would need:
 - Association of Christian Schools International (ACSI), Florida Association of Christian Colleges and Schools (FACCS), or Florida Coalition of Christian Schools (FCCS) valid (but not necessarily current) temporary, standard, or professional teaching license or certificate.
 - At least one year (i.e., a minimum of one semester and one day) of teaching experience, under contract and performed in a classroom.
 - Supporting documentation demonstrating access to a P-12 classroom.
- International candidates need:
 - A valid, (but not necessarily current) government-issued teacher's license or a valid (but not necessarily current) state teacher's license.
 - At least one year (i.e., a minimum of one semester and one day) of teaching experience, under contract and performed in a classroom.
 - Supporting documentation demonstrating access to a P-12 classroom.
 - Native speakers of languages other than English who are applicants for entrance into this program must achieve required English language scores on approved assessments.

Graduation Requirements

To graduate, from the M.Ed. or M.Ed. International program, candidates must have completed the following:

- Successful completion of the M.Ed. curriculum.
- Cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B-" in each course.
- Successfully pass all Key Assessments with a score of a "3" or "4" for all rubric criteria.
- Successfully pass all Professional Dispositions with a score of a "3" or "4" for all rubric criteria.
- Successfully pass all Clinical Experience requirements associated with their program.
- Payment of all tuition and fees is required to receive a diploma.

Program Requirements

To complete the Master of Education program, all candidates must:

- Successfully pass the admission, mid-program review, and program completion gateways.
- Successfully complete each course with at least a "B-" grade and a minimum overall GPA of 3.0.
- Successfully pass all Key Assessments with a score of a "3" or "4" for all rubric criteria.
- Successfully pass all Professional Dispositions with a score of a "3" or "4" for all rubric criteria.
- Successfully pass all Clinical Experience requirements associated with their program.

MEd - Curriculum and Instruction Major

MEd - Curriculum and Instruction - Program of Study

Core Courses

MED-ORE	Orientation to the Master of Education Program	0
EDTL-510	Personal Attributes and Leadership	3
EDTL-520	The Teacher Leader As a Collaborative Coach	3
EDTL-540	Leading Instructional Improvement	3
EDTL-550	The Culturally Competent Teacher Leader	3
EDTL-560	The Teacher Leader As a Change Agent	3
EDTL-530	The Teacher Leader in a Professional Learning Community	3
EDTL-515	Leading an Inquiry-Based and Student- Engaging Classroom	3
EDTL-525	Curriculum Leadership for Rigor and Relevance	3
EDTL-535	Leading for Differentiated Instruction	3
EDTL-545	Diagnostic Assessment for Learning	3
EDTL-555	Applied Educational Research	3

Minimum Computer Requirements - School of Educational Leadership

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Clinical Experience Requirements

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MEd - English Language Learners Major

MEd - English Language Learners - Program of Study

Core Courses

MED-ORE	Orientation to the Master of Education Program	0
EDTL-510	Personal Attributes and Leadership	3
EDTL-520	The Teacher Leader As a Collaborative Coach	3
EDTL-540	Leading Instructional Improvement	3
EDTL-550	The Culturally Competent Teacher Leader	3
EDTL-560	The Teacher Leader As a Change Agent	3
EDTL-530	The Teacher Leader in a Professional Learning Community	3
EDEL-510	Language Acquisition in Classroom Instruction	3
EDEL-520	The Impact of Culture in the Classroom for the CLD-ELL Teacher	3
EDEL-530	Instructional Strategies for the CLD-ELL Student	3
EDEL-540	Classroom Assessments for the CLD-ELL Student	3

EDEL-550	Developing Vital Partnerships and Advocacy in a CLD-ELL Program	3

Minimum Computer Requirements - School of Educational Leadership

Clinical Experience Requirements

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MEd - High Ability Major

MEd - High Ability - Program of Study

Core Courses

MED-ORE	Orientation to the Master of Education Program	0
EDTL-510	Personal Attributes and Leadership	3
EDTL-520	The Teacher Leader As a Collaborative Coach	3
EDTL-540	Leading Instructional Improvement	3
EDTL-550	The Culturally Competent Teacher Leader	3
EDTL-560	The Teacher Leader As a Change Agent	3
EDTL-530	The Teacher Leader in a Professional Learning Community	3
EDHA-510	Foundations for High Ability Learning	3
EDHA-520	Cognitive and Affective Development of High Ability Learners	3
EDHA-530	Fostering Creative and Critical Thinking Skills in High Ability Learners	3
EDHA-540	Methods and Digital-Age Media for High Ability Learners	3
EDHA-550	Collaboration in High Ability Program Development and Implementation	3

Minimum Computer Requirements - School of Educational Leadership

Clinical Experience Requirements (p. 295)

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MEd - School Administration Major

MEd - School Administration - Program of Study

Core Courses

MED-ORE	Orientation to the Master of Education Program	0
EDTL-510	Personal Attributes and Leadership	3
EDTL-530	The Teacher Leader in a Professional Learning Community	3
EDTL-540	Leading Instructional Improvement	3

EDTL-550	The Culturally Competent Teacher Leader	3
EDTL-560	The Teacher Leader As a Change Agent	3
EDL-657	Instructional Leadership Through Effective Management of Human Capital	3
EDL-618	Professional, Ethical, and Legal Leadership	3
EDL-616	Organizational, Operational, and Resource Management	3
EDL-610	The Principalship: Building Relationships in a Culture of Achievement	3
EDL-612	Prin Intern: Experiential Application of Building Level School Leader Standards	3
EDL-625	Applied Principal's Portfolio Practicum	3

Minimum Computer Requirements - School of Educational Leadership (p. 296)

Clinical Experience Requirements

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MEd - Special Education Major

MEd - Special Education - Program of Study

Core Courses

Ohio candidates seeking special education licensure must have successfully passed a phonics course as part of their program requirements. Candidates who have not previously taken a phonic course as part of their initial preparation program must complete EDUT-520 Foundations in Phonics or Language Structure (or an equivalent) prior to being recommended for the special education license in Ohio.

MED-ORE	Orientation to the Master of Education Program	0
EDTL-510	Personal Attributes and Leadership	3
EDTL-530	The Teacher Leader in a Professional Learning Community	3
EDTL-540	Leading Instructional Improvement	3
EDTL-550	The Culturally Competent Teacher Leader	3
EDTL-560	The Teacher Leader As a Change Agent	3
EDSE-510	Classroom Responses to Individual Differences in Language and Culture	3
EDSE-520	Individualized Assessment and Data-Based Interventions	3
EDSE-530	Research-Based Behavior Interventions	3
EDSE-540	Strategies and Interventions for Students With Autism Spectrum Disorders	3
EDSE-550	Collaboration With Families and Professionals	3
EDSE-560	Seminar: Professional Issues in	3

Disability Services

Minimum Computer Requirements - School of Educational Leadership

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Clinical Experience Requirements

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MEd - Teacher Leadership Major - Elementary Education Specialization**MEd - Teacher Leadership - Program of Study for Elementary Specialization****Core Courses**

MED-ORE	Orientation to the Master of Education Program	0
EDTL-510	Personal Attributes and Leadership	3
EDTL-520	The Teacher Leader As a Collaborative Coach	3
EDTL-530	The Teacher Leader in a Professional Learning Community	3
EDTL-540	Leading Instructional Improvement	3
EDTL-550	The Culturally Competent Teacher Leader	3
EDTL-560	The Teacher Leader As a Change Agent	3
EDUT-540	Introduction to 21st Century Education For Elementary Teachers	3
EDUT-541	Innovative Teaching for the 21st Century for Elementary Classrooms	3
EDUT-545	Assessment and Learning in the Elementary Classroom	3
EDUT-550	Methods of Teaching the Elementary School Curriculum	3
EDUT-548	Researched-Based Behavior Interventions And Elementary Classroom Management	3

Minimum Computer Requirements - School of Educational Leadership

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Clinical Experience Requirements

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MEd - Teacher Leadership Major - Secondary Education Specialization**MEd - Teacher Leadership - Program of Study for Secondary Specialization****Core Courses**

MED-ORE	Orientation to the Master of Education Program	0
EDTL-510	Personal Attributes and Leadership	3
EDTL-520	The Teacher Leader As a Collaborative Coach	3
EDTL-530	The Teacher Leader in a Professional	3

	Learning Community	
EDTL-540	Leading Instructional Improvement	3
EDTL-550	The Culturally Competent Teacher Leader	3
EDTL-560	The Teacher Leader As a Change Agent	3
EDUT-570	Introduction to 21st Century Education For Secondary Teachers	2
EDUT-571	Innovative Teaching for the 21st Century For Secondary Classrooms	3
EDUT-575	Assessment and Learning in the Secondary Classroom	3
EDUT-560	Content Reading and Literacy for Adolescents	2
EDUT-578	Secondary Teaching Methods and Resources	3
EDUT-580	Researched-Based Behavior Interventions And Classroom Management for Adolescents	2

Minimum Computer Requirements - School of Educational Leadership

(p. 296)

Clinical Experience Requirements

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MEd - International

The Master of Education program is designed for practicing international classroom teachers seeking an advanced degree. The International M.Ed. degree program is 30 semester hours and awards a major in Teacher Leadership. The IWU M.Ed. International program is available ONLY to teachers in countries outside North America.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

M.Ed. - Admission and Graduation Requirements

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MEd - International - Program of Study

Core Courses

MED-ORE	Orientation to the Master of Education Program	0
EDTL-515	Leading an Inquiry-Based and Student- Engaging Classroom	3
EDHA-530	Fostering Creative and Critical Thinking Skills in High Ability Learners	3
EDTL-525	Curriculum Leadership for Rigor and Relevance	3
EDTL-535	Leading for Differentiated Instruction	3
EDTL-545	Diagnostic Assessment for Learning	3
EDHA-540	Methods and Digital-Age Media for High Ability Learners	3
EDTL-530	The Teacher Leader in a Professional Learning Community	3
EDTL-550	The Culturally Competent Teacher	3

	Leader	
EDTL-540	Leading Instructional Improvement	3
EDTL-555	Applied Educational Research	3

Minimum Computer Requirements - School of Educational Leadership

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Clinical Experience Requirements

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Total Credit Hours: 30

M.Ed. (International)- Clinical Experience Requirements

There is no clinical or field experience required in the M.Ed. International program; however, most assignments and activities within these courses will require teachers to practice the application of course content within their classrooms among actual students.

Teaching Certificate Programs

The Teaching Certificate Programs provide an 18 credit hour post-baccalaureate program for teachers seeking additional content areas with respect to teaching licensure. Candidates completing the 18 credit hour program gain content and pedagogical content knowledge related to professional teaching standards for the content area in which they are seeking additional licensure. Prior to applying to the program, candidates are responsible for being knowledgeable of the licensure requirements of their state and whether or not IWU's Teaching Certificate Program will satisfy the requirements of the state in which they are seeking licensure.

The mission of the Teaching Certificate Program is to prepare teacher leaders to provide advanced knowledge in a specific content area leading to additional licensure that translates into effective teaching performances and dispositions, all of which are focused on improving P-12 student learning.

The Teaching Certificate Program provides advanced study beyond the baccalaureate degree to meet the professional needs of practicing teachers. Outcomes and expectations associated with developing master teachers as World Changers are:

- **Leading curricular change.** Candidates are proficient in curriculum development and implementation; knowledge of curriculum and subject matter is used to create positive change in classrooms, schools, and districts.
- **Implementing instructional effectiveness.** Candidates are proficient in the knowledge, dispositions, and skills needed for effective teaching; effective teaching results in successful student learning.
- **Managing classroom learning.** Candidates manage the classroom learning environment to create success for all students.
- **Practicing reflective assessment.** Candidates manage their continued learning and professional development through continuous reflection about their teaching knowledge, dispositions, skills, and practices.
- **Building learning networks.** Candidates create professional partnerships to create learning opportunities for themselves and their students.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

Admission Requirements

The admission requirements for the Teaching Certificate Programs are as follows:

- A baccalaureate or graduate degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- An undergraduate GPA of 2.75 or higher from the baccalaureate degree granting institution at which at least of minimum of 30 hours was completed or a graduate GPA of 3.0 or hire from master's degree granting institution.
- A valid (but not necessarily current) state teacher's license. At least one year (i.e., a minimum of one semester and one day) of teaching experience from an approved and accredited public, private, or parochial school in the United States or abroad.
- Supporting documentation demonstrating access to a P-12 classroom.

Completion Requirements

To successfully complete the Teaching Certificate Program candidates must have completed the following:

- Successful completion of the 18 credit hour curriculum associated with the content area for which they are seeking licensure.
- Cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B-" in each course.
- Successfully pass all Key Assessments with a score of a "3" or "4" for all rubric criteria.
- Successfully pass all Professional Dispositions with a score of a "3" or "4" for all rubric criteria.
- Successfully pass all Clinical Experience requirements required.
- Payment of all tuition and fees is required to receive a certificate.

Certificate - Teaching Certificate Programs

All clinical experience requirements are embedded in specific courses within teaching certificate programs.

Teaching Certificate - Program of Study

English Language Learners

TC-ORE	Orientation to the Teacher Certificate Programs	0
EDTL-530	The Teacher Leader in a Professional Learning Community	3
EDEL-510	Language Acquisition in Classroom Instruction	3
EDEL-520	The Impact of Culture in the Classroom for the CLD-ELL Teacher	3
EDEL-530	Instructional Strategies for the CLD-ELL Student	3
EDEL-540	Classroom Assessments for the CLD-ELL Student	3
EDEL-550	Developing Vital Partnerships and Advocacy in a CLD-ELL Program	3

High Ability

TC-ORE	Orientation to the Teacher Certificate Programs	0
EDTL-530	The Teacher Leader in a Professional Learning Community	3
EDHA-510	Foundations for High Ability Learning	3
EDHA-520	Cognitive and Affective Development of High Ability Learners	3
EDHA-530	Fostering Creative and Critical Thinking Skills in High Ability Learners	3
EDHA-540	Methods and Digital-Age Media for High Ability Learners	3
EDHA-550	Collaboration in High Ability Program Development and Implementation	3

Exceptional Learners (Mild Intervention)

Ohio candidates seeking special education licensure must have successfully passed a phonics course as part of their program requirements. Candidates who have not previously taken a phonic course as part of their initial preparation program must complete EDUT-520, Foundations in Phonics or Language Structure (or an equivalent) prior to being recommended for the special education license in Ohio.

EDSE-510	Classroom Responses to Individual Differences in Language and Culture	3
EDSE-520	Individualized Assessment and Data-Based Interventions	3
EDSE-530	Research-Based Behavior Interventions	3
EDSE-540	Strategies and Interventions for Students With Autism Spectrum Disorders	3
EDSE-550	Collaboration With Families and Professionals	3
EDSE-560	Seminar: Professional Issues in Disability Services	3

Educational Administration Department

The Educational Administration Department offers the following two programs:

Principal Licensure Program (PLP) - post-master's non-degree licensure program leading to Indiana's P-12 Building Level Administrator's License

Education Specialist (Ed.S.) - an advanced degree program leading to Indiana's P-12 District Level Administrator's License

Principal Licensure Program

The Principal Licensure Program (PLP) is a post-master's, non-degree licensure program leading to Indiana's P-12 building level administrator's license. The program identifies outcomes and expectations based on current school leadership principles and practices and enables interns to engage in inquiry, research, dialogue, team learning, reflection, problem-based learning, collaboration, and standards-based assessment from a comprehensive P-12 perspective. The program is aligned to Indiana's Rules for Educator Preparation and Accountability (REPA) for building administrators and also aligned to the national Educational Leadership Constituent Council (ELCC) Standards. Candidates will develop and demonstrate proficiency through a variety of field experience activities and performance assessments. The culminating Applied Principal's Portfolio reflects a standards-based emphasis and will prepare candidates to pass Indiana's building level administrator exam. The program curriculum is 18 credit hours.

The Principal Licensure Program provides a clinical and school-based adult learning experience for aspiring school leaders by encouraging, empowering, and equipping them as visionary servant-leaders who model Christlikeness. They must be able to facilitate a culture of optimal social, emotional, and spiritual health and well-being; continuous improvement; and successful learning for all students and adults.

The Department of Educational Administration has aligned all program and course outcomes to Indiana's REPA standards for the P-12 Building Administrator License. These standards include:

- **Standard 1: Human Capital Management** - School building leaders use their role as human capital manager to drive improvements in teacher effectiveness and student achievement.
- **Standard 2: Instructional Leadership** - School building leaders are acutely focused on effective teaching and learning, possess a deep and comprehensive understanding of best instructional practices, and continuously promote activities that contribute to the academic success of all students.
- **Standard 3: Personal Behavior** - School building leaders model personal behavior that sets the tone for all student and adult relationships in the school.

- **Standard 4: Building Relationships** - School building leaders build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results.
- **Standard 5: Culture of Achievement** - School building leaders develop a schoolwide culture of achievement aligned to the school's vision of success for every student.
- **Standard 6: Organizational, Operational, and Resource Management** - School building leaders leverage organizational, operational, and resource management skills to support school improvement and achieve desired educational outcomes.

Admission Requirements

Applicants to any program within the School of Educational Leadership will be required to sign a disclosure of information waiver giving any prior institutions the applicant may have attended permission to supply IWU representatives all information relevant to the applicant's fitness for teacher training or licensure recommendation, including but not limited to his/her conduct, standing, or reputation while attending said institutions. Any information obtained may be considered by IWU in its decision whether or not to admit an applicant, to permit his or her continuance in a program, or to recommend him/her for licensure.

All candidates will:

- Have completed a master's degree in education from a college or university accredited by a regional accrediting body. The degree must be verified on official transcripts and sent directly to Indiana Wesleyan University.
- Be currently employed in or have access to a P-12 public or non-public school in which the principal is willing to serve as a mentor for the internship phase of the program. Submission of a completed internship agreement with a building principal will be required prior to the start of the internship phase.
- Hold a proficient or accomplished practitioner teaching license issued by the state of Indiana with at least one content area established.
- Obtain recommendations from two school leaders (superintendent, principal, or assistant principal) who are qualified to judge the applicant's knowledge, skills, and dispositions in relation to pursuing the Building Level Administrator's license.
- Cumulative GPA of 3.00 or better in graduate level courses

Out of State Applicants - Successful completion of the IWU Principal Licensure Program (PLP) and attendant licensing requirements results in the candidate being recommended to the Indiana Department of Education's Office of Educational Licensing and Development (OELD) an Indiana Building Level Administrator (P-12) License. Applicants who seek administrative licensure in states other than Indiana bear the responsibility to determine whether completion of the IWU Principal Licensure Program will meet the academic and assessment requirements of the state in which licensure is sought.

Completion Requirements

To complete the Principal Licensure Program, receive the certificate, and be recommended for licensure, candidates must have completed the following:

- A minimum grade of "B-" in all courses.
- Cumulative GPA of at least 3.0.
- Satisfactory completion, presentation, and defense of the Applied Principal's Portfolio

Program Requirements

To complete the Principal Licensure program, all candidates must:

- Successfully complete each course with at least a "B-" grade and a minimum overall GPA of at least 3.0.
- Successfully complete the Applied Principal's Portfolio defense requirement.
- Successfully pass Indiana's P-12 Building Level Administrator exam.
- Successfully pass all Key Assessments with a score of a "3" or "4" for all rubric criteria.
- Successfully pass all Professional Dispositions with a score of a "3" or "4" for all rubric criteria.
- Successfully pass all Clinical Experience requirements associated with their program with a score of a "3" or "4" for all rubric criteria.

Clinical Experience Requirements

Field Experience:

- All PLP candidates must complete a three credit hour Internship and a three credit hour Practicum.
- All candidates must secure a Principal-Mentor at the school in which they are currently teaching.
- The Principal-Mentor will work with the candidates throughout the course of the Internship and Practicum.
- Principal-Mentors will assist the candidates with observations and evaluations as well as mentoring.
- Principal-Mentor Agreement forms will be filed through the Department of Educational Administration Office.

Certificate - Principal Licensure Program

Principal Licensure Program - Program of Study

Core Courses

EDL-ORE	Orientation to Educational Leadership Programs	0
EDL-657	Instructional Leadership Through Effective Management of Human Capital	3
EDL-618	Professional, Ethical, and Legal Leadership	3
EDL-616	Organizational, Operational, and Resource Management	3
EDL-610	The Principalship: Building Relationships in a Culture of Achievement	3
EDL-612	Prin Intern: Experiential Application of Building Level School Leader Standards	3
EDL-625	Applied Principal's Portfolio Practicum	3

Minimum Computer Requirements - School of Educational Leadership (p. 296)

Education Specialist Program

The Education Specialist Degree (Ed.S.) is a degree and licensure program leading to Indiana's P-12 district level administrator's license. The program identifies outcomes and expectations based on current school leadership principles and practices and enables interns to engage in inquiry, research, dialogue, team learning, reflection, problem-based learning, collaboration, and standards-based assessment from a comprehensive P-12 perspective. The program is aligned to Indiana's Rules for Educator Preparation and Accountability (REPA) for district administrators and also aligned to the national Educational Leadership Constituent Council (ELCC) Standards. Candidates will develop and demonstrate proficiency through a variety of field experience activities and performance assessments. The culminating research-based thesis and district administrator internship reflects a standards-based emphasis and will prepare candidates to pass Indiana's district level administrator exam. The program curriculum consists of 30 foundational hours (transferred in from a master's degree) and 30 hours taken at IWU.

The Education Specialist Degree Program provides a clinical and school-based adult learning experience for aspiring school district leaders by encouraging, empowering, and equipping them as visionary servant-leaders who model Christlikeness. They must be able to facilitate a culture of optimal social, emotional, and spiritual health and well-being; continuous improvement; and successful learning for all students and adults. The Department of Educational Administration has aligned all program and course outcomes to Indiana's REPA standards for the P-12 District Administrator License. These standards include:

- **Standard 1: Human Capital Management** - School district leaders use their role as human capital manager to drive improvements in building leader effectiveness and student achievement.
- **Standard 2: Instructional Leadership** - School district leaders are acutely focused on effective teaching and learning, possess a deep and comprehensive understanding of best instructional practices, and continuously promote activities that contribute to the academic success of all students.
- **Standard 3: Personal Behavior** - School district leaders model personal behavior that sets the tone for all student and adult relationships in the district.
- **Standard 4: Building Relationships** - School district leaders build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results.
- **Standard 5: Culture of Achievement** - School district leaders develop a districtwide culture of achievement aligned to the district's vision of success for every student.
- **Standard 6: Organizational, Operational, and Resource Management** - School district leaders leverage organizational, operational, and resource management skills to support district improvement and achieve desired educational outcomes.

Admission Requirements

Candidates will:

- Have completed a master's degree in education from a regionally accredited body.
- Be currently employed by or have access to a P-12 public or non-public school corporation in which a superintendent (or other central office administrator who holds a superintendent's license) is willing to serve as a mentor for the internship phase of the program. Submission of a completed internship agreement with an appropriate central office administrator will be required prior to the start of the internship phase.
- Hold a proficient or accomplished practitioner teaching license issued by the state of Indiana.
- Have a minimum of three years teaching experience.
- Present at least three letters of recommendation; at least one must be a sitting central office administrator.
- Cumulative GPA of 3.0 or higher in graduate level courses.

Graduation Requirements

To graduate, candidates must have completed the following:

- A minimum grade of "B-" or higher in all courses.
- Cumulative GPA of at least 3.25.
- Successful completion and oral presentation of the portfolio and defense of the thesis.
- Payment of all tuition and fees is required to receive a diploma.

Program Requirements

To complete the Education Specialist Program, all candidates must:

- Successfully complete each course with at least a "B-" grade and a minimum overall GPA of at least 3.25.
- Successfully complete the Standards Research-Based Thesis defense requirement.
- Successfully pass all Key Assessments with a score of a "3" or "4" for all rubric criteria.
- Successfully pass all Professional Dispositions with a score of a "3" or "4" for all rubric criteria.
- Successfully pass all Clinical Experience requirements associated with their program with a score of a "3" or "4" for all rubric criteria.

Clinical Experience Requirements

Field Experience:

- All Ed.S. candidates must complete a three credit hour Internship.
- All candidates must secure a Superintendent-Mentor at the school in which they are currently teaching.
- The Superintendent-Mentor will work with the candidates throughout the course of the Internship.
- Superintendent-Mentors will assist the candidates with observations and evaluations as well as mentoring.
- Superintendent-Mentor Agreement forms will be filed through the Department of Educational Administration Office.

EdS - Education Specialist

Education Specialist - Program of Study

Foundation Courses

Foundation Graduate Education Courses	30

Core Courses

EDL-ORE	Orientation to Educational Leadership Programs	0
EDL-600	District Curriculum Leadership	3
EDL-602	Leading Schools to Be Culturally Responsive	3
EDL-605	District Personnel Management and Supervision	3
EDL-620	Advanced School Finance	3
EDL-615	District Facilities Management and Leadership	3
EDL-705	ISLLC/IDOE Standards Based Research Thesis	3
EDL-700	Applied Superintendent's Internship Practicum	3
EDL-770A	Advanced Leadership Seminar and Praxis for Educators	3
EDL-770B	Advanced Leadership Seminar and Praxis For Educators	3
EDL-770C	Advanced Leadership Seminar and Praxis For Educators	3

Minimum Computer Requirements - School of Educational Leadership (p. 296)

School of Liberal Arts

The School of Liberal Arts offers a variety of adult education programs to help students meet their personal and professional goals.

- Behavioral and Social Sciences Department - offers a Bachelor of Science degree with majors in Addictions Counseling, Human Services, and Social Work.

- Liberal Studies Department - offers Associate of Science and Bachelor of Science degrees with a major in General Studies, undergraduate certificates, and course offerings in general education and electives to assist students in completing degree requirements.
- Public Services and Applied Sciences Department - offers Associate of Science and Bachelor of Science degrees with a major in Criminal Justice, an undergraduate certificate, and a Master of Public Affairs.
- Religion Department - offers an Associate of Science degree with a major in Christian Ministries, a Bachelor of Science degree with a major in Biblical Studies, and an undergraduate certificate.

Behavioral and Social Sciences Department

The Behavioral and Social Sciences Department offers the following programs:

- Bachelor of Science Degree with a major in Addictions Counseling.
- Bachelor of Science Degree with a major in Human Services.
- Bachelor of Science Degree with a major in Social Work.

Programs within this department utilize project teams and team projects in the curriculum.

Addictions Counseling

The Bachelor of Science degree with a major in Addictions Counseling program is a 22-month course of study that provides an in-depth education from a Christian perspective for persons who desire to understand and/or serve addicted persons and their families. Most coursework is completed online with practicums offered at mutually agreed-upon sites.

Graduates from this major should be able to:

- Explain the biopsychosocial-spiritual dimension of addictions.
- Demonstrate an understanding of sin and God's transformative power and grace using helpers and helping systems across the biopsychosocial and spiritual dimensions of addiction/recovery.
- Synthesize assessment and enhancement of client motivation within a broader context of assessment, treatment planning, and client/system change.
- Differentiate among and evaluate the theories underlying addictions counseling and apply them in practice.
- Discuss the pharmacological properties of major drugs and their impact on the brain and behavior.
- Demonstrate an understanding of ethical practice with diverse populations.
- Facilitate group therapy for addicted individuals effectively.

Admission Requirements

The admission requirements for this program are as follows:

- Proof of high school graduation or GED certification.
- Original transcripts from all previous college or university study at regionally accredited colleges or universities or an institution accredited by the Association for Biblical Higher Education.
- Prior completion of at least 60 transferable credit hours from a regionally accredited college or university or an institution accredited by the Association for Biblical Higher Education is required before the student is eligible to start a bachelor core program.
- A maximum of 40 hours of credit may be earned through the assessed learning process toward the required 60.
- A minimum of two years of significant full-time work experience beyond high school.

Graduation Requirements

To graduate with a baccalaureate degree with a major in Addictions Counseling from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 124 semester hours.

- Cumulative GPA of 2.0 or higher.
- Completion of the required core courses with a GPA of 2.50 or higher.
- Completion of 30 hours of general education as specified (General Education Requirements (p. 246)).
- Payment of all tuition and fees is required to receive a diploma.

Practicum Requirements

As part of the Bachelor of Science degree with a major Addictions Counseling program at IWU, each student will be required to complete a practicum experience whereby students will engage in on-site learning via an agency or center focused on addictions practice. Sites are secured through a collaborative effort between the Coordinator of Practicums and Field Experiences and each individual student. Students will be required to complete a total of 350 hours of practicum experience which is spread over the span of 20 weeks. These hours will coincide with the final four courses of the program (ADC-461, ADC-462, ADC-463 and ADC-464). This averages out to about 17.5 hours each week where students will participate in a practicum experience. This practicum is key to the student's learning experience as it provides opportunity for students to receive constructive feedback and continual supervision while gaining experience in a professional counseling setting.

BS - Addictions Counseling

Addictions Counseling - Program of Study

Prerequisite Course

(must be completed prior to starting the core program)

PSY-150	General Psychology	3

Core Courses

Before beginning any practicum class (ADC-461, ADC-462, ADC-463, ADC-464), students must complete ADC-202, ADC-210, ADC-310, ADC-320, and ADC-458.

ADC-202	Principles of Addictions Counseling	4
ADC-210	Addictions Theory	3
PSY-250	Developmental Psychology	3
SOC-210	Minority Group Relations	3
PSY-322	Physiological Psychology	3
ADC-212	Psychopharmacology	3
PSY-366	Psychology of Abnormal Behavior	3
ADC-310	Addictions Counseling Skills	3
PSY-370	Theories of Personality	3
ADC-320	Theory and Practice of Group Counseling	3
ADC-330	Counseling Addicted and Dysfunctional Family Systems	3
ADC-458	Addiction Programs and Professional Development	3
ADC-461	Addictions Counseling Practicum I	2 to 3
ADC-462	Addictions Counseling Practicum II	2 to 3
ADC-463	Addictions Counseling Practicum III	2 to 3
ADC-464	Addictions Counseling Practicum IV	2

Total Credit Hours: 0

Human Services

The Bachelor of Science with a major in Human Services educates students from a biblical understanding of advocacy, to enhance service delivery, management, and social change through their work in human service organizations.

Upon completion of the program, students will be able to:

- Integrate biblical perspectives on providing care to oppressed or disadvantaged people.
- Assess services to identified constituencies in social service agencies.
- Advocate for positive, social change at the micro and macro levels.
- Evaluate the effectiveness and need for services rendered by social service agencies.
- Articulate a management plan for resources of the social service agency for the benefit of the community.

Admission Requirements

The admission requirements for this program are as follows:

- Proof of high school graduation or GED certification.
- Original transcripts from all previous college or university study at regionally accredited colleges or universities or an institution accredited by the Association for Biblical Higher Education.
- Prior completion of at least 60 transferable credit hours from a regionally accredited college or university or an institution accredited by the Association for Biblical Higher Education is required before the student is eligible to start a bachelor core program.
- A maximum of 40 hours of credit may be earned through the assessed learning process toward the required 60.
- A minimum of two years of significant full-time work experience beyond high school.

Graduation Requirements

- Completion of 124 credit hours.
- Completion of all required core courses with a GPA of 2.25 or higher.
- Overall cumulative GPA of 2.0 or higher.
- A total of 30 credit hours must be completed at the 300 and 400 level.
- Completion of 30 hours of general education as specified (General Education Requirements (p. 246)).
- Payment of all tuition and fees is required to receive a diploma.

BS - Human Services

Human Services - Program of Study

Prerequisites

(must be completed prior to starting the core program)

PSY-150	General Psychology	3
HMSR-220	Interview Skills in Human Services	3

Core Courses

UNV-181	Leading Change in the World	3
CRJ-309	Youth and Crime	3
SOC-210	Minority Group Relations	3
PSY-250	Developmental Psychology	3
ADC-310	Addictions Counseling Skills	3
ADC-320	Theory and Practice of Group Counseling	3
PSY-370	Theories of Personality	3
PSY-366	Psychology of Abnormal Behavior	3
CRJ-268	Crisis Intervention	3
MAT-112	General Statistics	3
HMSR-340	Advocacy in Human Services	3
HMSR-350	Systems of Social Change	3

HMSR-420	Program Planning and Evaluation in Human Services	3
HMSR-430	Administration in Human Services	3
HMSR-490	Capstone in Human Services	3

Social Work

The mission of the Social Work program is to prepare students for generalist entry level social work practice and provide opportunities for students to become world changers by integrating their personal faith with their academic learning in order to maximize their service to their fellow human beings.

Upon completion of the Social Work program at Indiana Wesleyan University, students will be able to demonstrate the following core competencies within the framework of the generalist model of social work practice:

- Provide opportunities for the integration of Christian principles within the context of professional social work values and ethics.
- Identify as a professional Social Worker and conduct oneself accordingly.
- Apply social work ethical principles to guide professional practice.
- Apply critical thinking to inform and communicate professional judgments
- Engage diversity and difference in practice
- Advance human rights and social and economic justice.
- Engage in research-informed practice and practice-informed research.
- Apply knowledge of human behavior and the social environment.
- Engage in policy practice to advance social and economic well-being and deliver effective social work services
- Respond to context that shapes practice.
- Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

The IWU Social Work program is accredited by the Council on Social Work Education (CSWE); phone 703-638-8080. Students wishing to continue graduate education may be eligible for advanced standing at many graduate schools of Social Work. Graduates of the Social Work program are eligible to become full members of the National Association of Social Workers (NASW) and National Association of Christian Social Workers (NACSW).

Throughout the curriculum, theory and practice are integrated through a variety of educational experiences and agency settings. Students are required to become active within the community in a variety of capacities throughout the program. Students are required to complete approximately 15.5 hours of field work per week with a total of 400 hours over a 26 week period. According to CSWE the field placement is the signature pedagogy of Social Work program professional development.

Admission Requirements

Requirements for admission to the Bachelor of Science with a major in Social Work are as follows:

- Proof of high school graduation or GED certification.
- Original transcripts from all previous college or university study at regionally accredited colleges or universities or an institution accredited by the Association for Biblical Higher Education.
- Prior completion of at least 45 transferable credit hours from a regionally accredited college or university or an institution accredited by the Association for Biblical Higher Education is required before the student is eligible to start a bachelor core program.
- A maximum of 40 hours of credit may be earned through the assessed learning process toward the required 45.
- A minimum of two years of significant volunteer work or full-time work experience beyond high school.

Admission to the Social Work Program

The admission of students to the Social Work program is a formal process separate from the initial declaration of social work as a major. The process includes successful completion of the Introduction to Social Work course and completion of 45 credit hours with a cumulative grade point average of 2.5 at the time of application to the program. Each student must submit to the Social Work program an initial portfolio after completing the Introduction of Social Work course. The student will then present their portfolio along with being interviewed by the Social Work Admissions Committee. Based on the portfolio presentation, interview, letters of reference, and other application materials, the committee decides whether to grant admission into the program. Any unfavorable decision may be appealed by following the grievance procedures on file in the department and student handbook.

Transfer of Credit

Students may transfer in credit for the following core courses: MAT-305, SWK-335, SWK-336, SWK-342, SWK-343, and SOC-482.

- The institution at which the courses were taken must be accredited by the Council on Social Work Education (CSWE).
- Only courses in which a "C" was earned will transfer.
- The student must complete at least 30 semester hours of the core courses through IWU.

Admission to Field Placement Internships

During the second year of the program, each student is required to complete a Field Placement, or Practicum in a social service agency. This placement site will be arranged by the Coordinator of Practicum and Field Experience in collaboration with each individual student, aiming to align with the student's professional goals and development needs. As such, each student will complete a Social Work Field Practicum Application along with an updated portfolio. Students will present their portfolio and subsequently be interviewed by the Coordinator of Practicums and Field Experiences and committee. Field Placement options are discussed and a tentative plan is created for Field Placement based on the student's interest and needs.

Continuation in the Social Work Major

The social work faculty reserves the right to request the withdrawal of any student whose academic performance, social fitness, and mental or physical health make it inadvisable to continue in the program. All decisions regarding continuation in the program are based on the recommendations of the Social Work Admissions Committee.

Students who receive a grade of less than a "C" in any course required for the social work major must repeat the course. Students must maintain an overall grade point average of 2.5 and a 2.7 in the major. To graduate, a student must present a grade point average of 2.7 in the field placement experience and a cumulative grade point average of 2.5 in order to graduate. Students who fall below this grade-point average will be placed on probation per the CAPS catalog. Failure to raise the grade point average to 2.5 could then result in dismissal from the program.

Graduation Requirements

To graduate with a baccalaureate degree from the College of Adult and Professional Studies at Indiana Wesleyan University with a major of Social Work, the following requirements must be met:

- Maintain an overall grade-point average of 2.5.
- Achieve a 2.7 grade-point average in the Social Work major.
- Achieve a grade-point average of 2.7 in the Field Placements.
- Pass the final Portfolio Presentation in the Social Work Program.
- Complete 124 credit hours.
- Complete 30 hours of general education as specified General Education Requirements (p. 246).
- Payment of all tuition and fees is required to receive a diploma.

BS - Social Work

Social Work - Program of Study

Prerequisites

(must be completed with a grade of "C" or higher before starting the core program)

PSY-150	General Psychology	3
SOC-150	Principles of Sociology	3
SOC-210	Minority Group Relations	3
MAT-112	General Statistics	3
SOC-152	Social Problems	3
BIO-106	Environment and Society	4
POL-200	State and Local Government and Politics	3
ECO-205	Basic Economics	3

Core Courses

All courses must be completed with a grade of "C" or higher.

UNV-181	Leading Change in the World	3
SWK-170	Introduction to Social Work	3
SWK-342	Human Behavior and the Social Environment I	3
SWK-343	Human Behavior and the Social Environment II	3
MAT-305	Statistics for Social Sciences	3
SOC-482	Social Research	3
SWK-335	Social Welfare Organization	3
SWK-336	Social Policy	3
SWK-355	Social Work Practice I	3
SWK-356	Social Work Practice II	3
SWK-357	Social Work Practice III	3
SWK-366	Social Work Field Placement I	3
SWK-370	Social Work Field Placement Seminar I	3
SWK-466	Social Work Field Placement II	9
SWK-470	Social Work Field Placement Seminar II	3

Liberal Studies Department

The following programs are offered through the Liberal Studies Department:

- Undergraduate Certificate Programs - certificates are available in Criminal Justice, Communications, General Studies, Human Services, Parish Nursing, Pastoral Counseling, and Religious Studies.
- General Studies - Associate of Science Degree
- General Studies - Bachelor of Science Degree
- Undergraduate Electives - these course offerings enable students to complete general education and elective credit requirements.

Undergraduate Certificate Programs

In order to provide CAPS students opportunities to take electives that will allow them to focus on specific career-oriented areas, the College of Adult and Professional Studies offers Certificates in several broad career areas. For a current listing of courses and information, please see <http://www.indwes.edu/Academics/CAPS/School-of-Liberal-Arts/>.

Certificates are available to students in the baccalaureate and associate programs, and to students who are registered as unclassified students.

The Indiana Wesleyan University's Pastoral Care and Counseling Certificate program affords students the opportunity to acquire theoretical and practical application of the practice of pastoral care and counseling. The certificate itself serves as documentation of this accomplishment, as does the transcript notation. This program provides valuable personal spiritual development and professional development for those in church or para-church ministries and careers. Students completing the Pastoral Care and Counseling Certificate acquire added knowledge and skills for more effective ministry.

Certificate Programs - Undergraduate

Admission Requirements

- Accepted as a regular degree seeking student or as an unclassified student
- Unclassified student requires proof of high school graduation

The Parish Nursing Certificate has specific admission requirements as follows:

- Current unencumbered RN license
- Associate degree/Diploma in Nursing or higher nursing degree
- Two years full-time work experience as an RN

The Pastoral Care Certificate has specific admission requirements as follows:

- Currently enrolled in the Bachelor of Science with a major in Biblical Studies program; OR
- Licensed or ordained minister (current copy of credentials required)

Completion Requirements

- 15-16 credit hours from the selected courses in the specified certificate area
- Nine of the credits must be earned at IWU for degree seeking students; all credits must be earned at IWU for unclassified and Parish Nursing students
- Minimum grade of "C" in each course

Undergraduate Certificate Programs - Program of Study

Human Services

Choose 15 credits from the following:

SOC-150	Principles of Sociology	3
SOC-152	Social Problems	3
SOC-200	Marriage and Family	3
SOC-225	Cultural Anthropology	3
PSY-365	Psychology of Personality	3
CRJ-268	Crisis Intervention	3

Criminal Justice

Choose 15 credits from the following:

Any Criminal Justice (CRJ) Course

(For the purpose of fulfilling the Criminal Justice certificate requirements, the following courses are accepted as CRJ courses: ADC-210, SOC-246, PSY-250, PHE-365)

Communications

COM-110	Speech Communication	3
COM-115	Introduction to Human Communication	3
WRI-235	Creative Writing	3
ENG-121	English Composition II	3
COM-211	Introduction to Mass Communication	3
MGT-205	Professional Communication	3

Religious Studies

Choose 15 credits from the following:

Any Biblical Literature (BIL) Course, 15
 Religion (REL) Course, or
 Philosophy (PHL) Course

General Studies

ENG-140	College Writing	3
MAT-108	Modern Concepts of Mathematics	3
FINA-180	Humanities Fine Arts	3
PSY-155	Personal Adjustment	3
COM-115	Introduction to Human Communication	3

Parish Nursing

NUR-312	Parish Nursing	3
CNS-310	Counseling Theories for the Faith Community	3
CNS-312	Counseling Interventions for the Faith Community	3
REL-355	Theological Issues in Health, Healing and Care Ministry	3
REL-455	The Practice of Spiritual Care Across the Lifespan	3

Pastoral Care and Counseling

REL-469	Pastoral Care and Counseling	3
REL-469P	Pastoral Care Practicum	1
In addition, students choose four courses from among the following:		
CNS-310	Counseling Theories for the Faith Community	3
CNS-312	Counseling Interventions for the Faith Community	3
REL-355	Theological Issues in Health, Healing and Care Ministry	3
REL-455	The Practice of Spiritual Care Across the Lifespan	3
CRJ-268	Crisis Intervention	3

General Studies - AS

The Associate of Science degree with a major in General Studies consists of 62 credits of coursework, which includes both general education requirements and a concentration in one academic area. The program design requires the student to complete at least 30 of the 62 hours with Indiana Wesleyan University. Therefore, transfer of credits is an option for this degree if the credits are earned at other regionally accredited institutions or those accredited by the Association for Biblical Higher Education and a grade of "C" or higher was earned.

The General Studies major may not be taken as an additional major or degree. This major is not available for students who are in or have completed other IWU programs.

The purpose for the Associate Degree with a major in General Studies encompasses the intention for students to:

- Communicate a Christian worldview as it relates to the liberal arts in education.
- Be prepared to achieve personal academic enrichment as lifelong learners who are effective world changers in daily behavior and pursuits.

AS - General Studies

Admission Requirements

The admission requirements for the associate degree programs are as follows:

- Proof of standard high school diploma or GED certification.
- A minimum of two years of significant full-time work experience beyond high school.

Concentration Requirements

- Minimum GPA of 2.0 in concentration area.
- Nine hours of the concentration must be completed at IWU (15 hours for the Social Service concentration).
- Concentrations include those listed above.
- The General Studies Faculty Committee must approve individualized concentrations.
- Students planning to pursue the BS with a major in Social Work should complete the concentration in Social Service. For those students, all courses must be completed with a grade of "C" or higher.

Graduation Requirements

To graduate with an associate degree the following requirements must be met:

- Completion of the core requirements.
- Cumulative GPA of 2.0 or higher.
- A minimum of "C" (2.0) must be achieved in both of the communications courses (ENG-140 and ENG-141). Failure to achieve a "C" in either course will require repeating the course until a "C" is achieved before the student may continue with the core. (The "repeated courses" policy as found in the Academic Information section does not apply in this case.)
- Payment of all tuition and fees in order to receive a diploma.

General Studies (AS) - Program of Study

General Education Requirements

23 Hours Required

Humanities	Choose from ENG-242, HST-160, FINA-180, PHL-283
Biblical Literature	Any BIL course
English	One course in English Composition
Social Science	Choose from ECO, HST, POL, PSY, SOC courses
Physical Education	Any PHE course
Science or Math	Choose from BIO, EAR, SCI, or MAT courses

Required Electives

4 Hours Required

GEN-111 (p. 778) and UNV-201 (p. 780)

Concentration

15 Hours (Minimum) Required from one of the following concentration options:

Business	Courses with ACC, ADM, BUS, ECO, or MGT prefixes, except ADM-400
Communications	Courses with ENG, WRI, and COM prefixes, as well as MGT-205
Criminal Justice	Courses with CRJ prefixes as well as SOC-246, PSY-365, and PHE-366
Computer Info	Courses with CIT and BIS prefixes

Technology

Entrepreneurship	ECO-300; two or more courses in accounting; one or more courses in human resources; one or more non-human resources MGT course; courses with ADM or BUS prefixes
Fine Arts	Courses with ART, MUS, and FINA prefixes and foreign language courses
History	Courses with HST prefixes, as well as REL-225
Human Services	Courses with SOC and PSY prefixes, as well as CRJ-268
Liberal Arts	Courses with Liberal Arts prefixes beyond those required for the "general education" component
Life Sciences	Courses with BIO, CHI, EAR, and SCI prefixes, as well as PHE-140, PHE-141, PHE-362, PHE-366; coursework from at least two separate areas required
Marketing	Courses with MKG prefixes as well as MGT-421
Mathematics	Courses with MAT prefixes as well as ADM-320
Religious Studies	Courses with REL, PHL, and BIL prefixes
Social Service	BIO-111, ECO-205, MAT-112, POL-200, PSY-150, SOC-152, SOC-210
Individualized Concentration	Permits customized concentration with approval of General Studies Faculty Committee

Note: the Social Service concentration meets the prerequisite requirements for the Bachelor of Science degree Social Work Major. For that major, these prerequisites must be completed with a grade of "C" or higher.

Electives

10 - 20 Hours Required depending on number of hours in concentration area

Total Credit Hours: 0**General Studies - BS**

The Bachelor of Science degree with a major in General Studies provides a general college education for persons to build a strong academic platform for problem solving and from which to make future career and educational decisions. Individuality and flexibility describe this program of studies. Students will find maximum freedom of choice while building on a stable general education foundation.

This program consists of 124 credits of coursework, which includes both general education requirements and a concentration in one academic area. The program design requires the student to complete at least 30 of the 124 hours with Indiana Wesleyan University. Therefore, transfer of credits is an option for this degree if the credits are earned at other regionally accredited institutions or institutions accredited by the Association for Biblical Higher Education and a grade of "C" or higher was earned.

The General Studies major may not be taken as an additional major or degree. This major is not available for students who are in or have completed other IWU programs.

The purpose for the Bachelor of Science degree with a major in General Studies encompasses the intention for students to:

- Communicate a Christian worldview as it relates to the liberal arts in education.
- Be prepared to achieve personal academic enrichment as lifelong learners who are effective world changers in daily behavior and pursuits.

BS - General Studies**Admission Requirements**

The admission requirements for bachelor degree programs offered through the College of Adult and Professional Studies are as follows:

- Proof of high school graduation or GED certification.
- Original transcripts from all previous college or university study at regionally accredited colleges or universities or an institution accredited by the Association for Biblical Higher Education.
- Prior completion of at least 60 transferable credit hours from a regionally accredited college or university or an institution accredited by the Association for Biblical Higher Education is required before the student is eligible to start a bachelor core program.
 - A maximum of 40 hours of credit may be earned through the assessed learning process toward the required 60.
- A minimum of two years of significant full-time work experience beyond high school.

Concentration Requirements

- Twenty credit hours with a GPA of 2.25.
- Nine of the twenty hours must be completed at IWU.
- Concentrations are listed below.
- Individualized concentrations must be approved by the General Studies Faculty Committee

Graduation Requirements

To graduate with a baccalaureate degree with a major in Accounting, Business Administration, Business Information Systems, Management, or Marketing from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 124 semester hours.
- Completion of the required core courses with a GPA of 2.25 or higher.
- Cumulative GPA of 2.0 or higher.
- Completion of 30 hours of general education requirements as specified (General Education Requirements (p. 246)).
- Payment of all tuition and fees is required to receive a diploma.

CAPS Undergraduate Electives

The electives program within the Liberal Studies Department enables students to complete the credit requirements they may need for graduation. These electives include classes that satisfy general education requirements as well as elective credit. Elective classes are offered in key locations or online and are scheduled to match the credit needs of our students in the various locations. Most elective classes are “enrollment driven,” which means there must be at least six students registered for the class to meet.

A complete listing of electives and other pertinent information is distributed in November and June. The schedule is also available by accessing <http://www.indwes.edu/Adult-Graduate/Electives>. It is updated regularly. Elective courses can also be accessed through the IWU portal at <http://myIWU.indwes.edu> under the "Search for Classes" link.

Tuition and Fees - Tuition for on-site, online, and self-study elective courses is listed in the General Information section of the Electives Schedule. Book/material fees are listed in the course description section of the Electives Schedule. A late registration fee of \$50 will be assessed if the registration is received after the registration deadline date. Tuition must be paid by the deadline date to ensure a seat in the class. The student will be withdrawn from the class if tuition is not received by the deadline date. **Class registration closes two weeks prior to the start date.**

Books and Materials - Textbooks and class materials will be shipped approximately one week before the class start date. A student who wishes to have materials sent to an address other than the home address should indicate the same on the electives

registration form. If a student has not received the books a few days before the class start, he/she should contact Textbook Distribution.

Registration - Class size is limited. Students should register early. Registration information can be found online at <http://www.indwes.edu/Adult-Graduate/Electives/>. Registration closes two weeks prior to the start date. Registrations submitted for on-site overlapping classes that meet on the same day will not be accepted.

Add-On Classes - Add-on classes may be arranged at on-site locations if a class is requested by at least six students. These classes are subject to enrollment, faculty, and site availability. To request an add-on elective class, complete the request form found in the Electives Schedule, at the Electives Web site, or contact the Electives Office at 765-677-2343 or 765-677-2507.

Class Meeting Times - Monday through Thursday classes meet from 6:00 PM until 10:00 PM. Saturday classes meet from 9:00 AM until 1:00 PM. Those groups adding on a class may specify a preferred meeting time other than those listed above.

Online Classes - Because Indiana Wesleyan University is dedicated to meeting the needs of the adult learner in today's society, Indiana Wesleyan University offers courses and programs via the Internet that are accessible from virtually any computer.

These online courses from Indiana Wesleyan University provide student access to a virtual classroom at any time, allow interactivity among participants and instructors, and provide schedule flexibility and timely completion of electives.

Students will complete one workshop (class session) per week, but may do so in asynchronous time (not necessarily at the same time as others). The courses are contained within the accelerated format, with specific beginning and ending dates, thereby allowing students to complete their electives in a timely fashion. Each course contains a complete syllabus and standardized assignments/activities for each workshop.

Within the Blackboard delivery system, navigation buttons provide ease of maneuvering throughout the course sections. E-mail allows students to communicate with the instructor, while electronic bulletin board capabilities allow students and instructor to post, share, and read threaded discussions, questions, and comments. Students must use Microsoft Word documents when submitting assignments.

Active links within the course material enable students to do additional research on the concepts presented. Built-in quizzes help students assess their understanding of the concepts being presented. Students are encouraged to complete an anonymous end-of-course evaluation form.

The schedule, course specifications, and other important information are available by accessing the Web page at <http://www.indwes.edu/Adult-Graduate/Electives/>. Answers to frequently asked questions are also provided. Registration procedures and requirements for online courses are generally the same as those for onsite courses. Information may also be obtained by calling 1-800-621-8667 extension 2343.

Withdrawal/Refund - Official withdrawal from a course must be completed in order to avoid earning a failing grade and to receive a refund. The student must contact the Office of Student Services by e-mailing registration.change@indwes.edu to withdraw before the last class workshop. Notifying the instructor or other students, or simply not attending class does not withdraw the student from the class.

If a student withdraws two weeks before the course begins, all payments may be refunded.

If a student withdraws less than two weeks before the course begins, a \$50 processing fee will be assessed. All outstanding balances must be cleared before future registrations will be approved.

Students who withdraw after the first class session will be assessed a \$50 processing fee, 10% of the course tuition, and the book fee.

Students who withdraw after the second class session (or after the seventh day of an online course) will not be eligible for a refund. Withdrawal from an elective course may affect a student's financial aid. Call the Financial Aid Office for information.

Public Services and Applied Sciences Department

The Public Services and Applied Sciences Department offers the following programs:

- Criminal Justice - Certificate
- Criminal Justice - Associate of Science Degree
- Criminal Justice - Bachelor of Science Degree
- Master of Public Affairs (MPA)

Certificate

In order to provide CAPS students opportunities to take electives that will allow them to focus on specific career-oriented areas, the College of Adult and Professional Studies offers Certificates in several broad career areas. For a current listing of courses and information, please see <http://www.indwes.edu/Academics/CAPS/School-of-Liberal-Arts/>.

Admission Requirements

- Accepted as a regular degree seeking student or as an unclassified student
- Unclassified student requires proof of high school graduation

Completion Requirements

- 15 credit hours from the selected courses in the specified certificate area
- Nine of the credits must be earned at IWU for degree seeking students
- Minimum grade of "C" in each course

Certificate - Criminal Justice

Criminal Justice - Certificate Requirements

Criminal Justice

Choose 15 credits from the following:

Any Criminal Justice (CRJ) Course

(For the purpose of fulfilling the Criminal Justice certificate requirements, the following courses are accepted as CRJ courses: ADC-210, SOC-246, PSY-250, PHE-365)

Associate Degree

The Associate of Science degree with a major in Criminal Justice consists of 62 credits of coursework, which includes both criminal justice and liberal arts curricula. The program design requires the student to complete all 62 hours with Indiana Wesleyan University. Therefore, transfer of credits is not an option at the associate level.

This degree is designed specifically to prepare working adults to enter or to advance in the fields of criminal justice and homeland security.

The courses in the program relate theory to practice. Most courses are three credit hours each. Each course is a required component of the program (core).

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

The same courses offered in the classroom setting are also offered via the Internet. Details are available at Online-Delivery.

The mission of the Criminal Justice Associate degree program is to prepare students for an entry-level position or increased responsibility in law enforcement, court services, corrections, or private security. In addition, the program will prepare students wishing to pursue a bachelor degree in criminal justice.

Students graduating from Indiana Wesleyan University with an Associate of Science degree with a major in Criminal Justice degree should be able to:

- Demonstrate an understanding of decision-making from a Christian worldview;
- Have an academic foundation for the completion of a criminal justice-related baccalaureate degree;
- Develop a knowledge base that demonstrates exposure to liberal arts instruction;
- Possess a solid cognitive understanding of the criminal justice field and a grasp of the practical, career-oriented applications of such knowledge.

Admission Requirements

The admission requirements for the associate degree programs are as follows:

- Proof of standard high school diploma or GED certification.
- A minimum of two years of significant full-time work experience beyond high school.

Graduation Requirements

To graduate with an associate degree the following requirements must be met:

- Completion of the core requirements.
- Cumulative GPA of 2.0 or higher.
- A minimum of “C” (2.0) must be achieved in ENG-140, ENG-141, and MAT-109. Failure to achieve a “C” in any of these courses will require repeating the course until a “C” is achieved before the student may continue with the core. (The “repeated courses” policy as found in the Academic Information section does not apply in this case.)
- Payment of all tuition and fees in order to receive a diploma.

AS - Criminal Justice

Criminal Justice (AS) - Program of Study

Core Courses

ENG-140, ENG-141, and MAT-109 must be passed with "C" or higher.

GEN-111	Foundations of Lifelong Learning	3
CRJ-181	Introduction to Criminal Justice	3
COM-115	Introduction to Human Communication	3
CRJ-268	Crisis Intervention	3
PSY-150	General Psychology	3
ENG-140	College Writing	3
ENG-141	Research and Writing	3
BIL-102	New Testament Survey	3
MAT-109	Foundations of College Math	3
PHE-212	Health, Wellness & Individual Performance Assessment w/Lab	3
MAT-116	Contemporary College Algebra	3
HST-160	Western Civilization	3
CRJ-202	Introduction to Corrections	3
ENG-242	Literature and Ideas	3
CRJ-246	Criminology	3
CRJ-242	Modern Police Problems	3
FINA-180	Humanities Fine Arts	3
PHL-283	Philosophy and Christian Thought	3
CRJ-270	Homeland Security	3
CRJ-318	Criminal Procedures	3
CRJ-290	Colloquium in Criminal Justice	3

Core Courses - Ohio Onsite Students

ENG-140 and ENG-141 must be passed with "C" or higher.

GEN-111	Foundations of Lifelong Learning	3
ENG-140	College Writing	3
ENG-141	Research and Writing	3
CRJ-181	Introduction to Criminal Justice	3
BIO-102	Human Biology	4
BIO-102L	Human Biology Laboratory	0

BIL-102	New Testament Survey	3
MAT-100B	Statistics for Business Research and Data Analysis	3
COM-115	Introduction to Human Communication	3
HST-160	Western Civilization	3
CRJ-202	Introduction to Corrections	3
PSY-150	General Psychology	3
ENG-242	Literature and Ideas	3
CRJ-246	Criminology	3
CRJ-242	Modern Police Problems	3
FINA-180	Humanities Fine Arts	3
PHL-283	Philosophy and Christian Thought	3
CRJ-268	Crisis Intervention	3
BIO-203	Environmental Conservation	3
CRJ-270	Homeland Security	3
CRJ-318	Criminal Procedures	3
CRJ-290	Colloquium in Criminal Justice	3

Total Credit Hours: 0

Bachelor Degree

The Bachelor of Science degree with a major in Criminal Justice requires a student to earn 43 credits in 15 core courses and a total of 124 credits of coursework. Within the core, there is a concentration in Homeland Security.

With over 1200 occupational specialties available in law enforcement and homeland security, graduates with criminal justice degrees enjoy a wide range of career choices with great opportunities for lifelong advancement. As the world is increasingly beset by crime and terrorism, the need for highly trained leaders in the fields of criminal justice and homeland security has never been greater. This program is designed to open opportunities and positions of leadership to those desiring to make this world a safer and more secure place for their fellow citizens. This need is not likely to diminish in the foreseeable future, and undoubtedly will be a growing and secure employment market for decades to come.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

The same courses offered in the classroom setting are also offered via the Internet. Details are available at Online-Delivery.

The mission of the Criminal Justice BS degree program is to prepare those who desire to make this world a safer and more secure place for their fellow citizens for positions of leadership within the wide-ranging field of criminal justice.

Students graduating from Indiana Wesleyan University with a Bachelor of Science degree with a major in Criminal Justice degree should be able to:

- Demonstrate an understanding of decision-making from a Christian worldview;
- Be compassionate toward others, exhibit a caring attitude, and generally have an ability to understand the emotional needs of others;
- Understand the cultural diversity of American society and the impact of such diversity on the larger culture;
- Have a solid cognitive understanding of the enforcement field and a feel for the practical, career-oriented applications of such knowledge;
- Grasp the advantages of using technology and be able to apply such training;
- Communicate professionally and effectively in oral, written, and electronic modalities;
- Conduct oneself in an ethical and professional manner;
- Demonstrate critical thinking and creative problem-solving skills.

Admission Requirements

The admission requirements for bachelor degree programs are as follows:

- Proof of high school graduation or GED certification.
- Original transcripts from all previous college or university study at regionally accredited colleges or universities or an institution accredited by the Association for Biblical Higher Education.
- Prior completion of at least 60 transferable credit hours from a regionally accredited college or university or an institution accredited by the Association for Biblical Higher Education is required before the student is eligible to start a bachelor core program.
 - A maximum of 40 hours of credit may be earned through the assessed learning process toward the required 60.
- A minimum of two years of significant full-time work experience beyond high school.

Graduation Requirements

To graduate with a baccalaureate degree with a major in Criminal Justice from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 124 semester hours.
- Cumulative GPA of 2.0 or higher.
- Completion of the required core courses with a GPA of 2.25 or higher.
- Completion of 30 hours of general education as specified (General Education Requirements (p. 246)).
- Payment of all tuition and fees is required to receive a diploma.

BS - Criminal Justice

Criminal Justice (BS) - Program of Study

Core Courses

CRJ-281	Principles of Criminal Justice	3
CRJ-309	Youth and Crime	3
ADC-210	Addictions Theory	3
CRJ-320	Diversity in Criminal Justice	3
CRJ-358	Criminal Law	3
CRJ-472	Court Procedures	3
CRJ-461	Ethics in Criminal Justice	3
CRJ-463	Forensics	3
CRJ-465	Constitutional Law/Civil Liberties	3
CRJ-467	Research Methods and Analysis in Criminal Justice	3
CRJ-322	Terrorism and Counter-Terrorism	3
CRJ-324	Risk Analysis and Security	3
CRJ-422	Disaster Preparedness	3
CRJ-424	Command and Control/Emergency Leadership	3
CRJ-486	Capstone in Criminal Justice and Homeland Security	1

MPA Degree

The Master of Public Affairs (MPA) is a 36 credit hour program consisting of a 24 credit hour common core plus a 12 credit hour specialization. (IWU reserves the right to move students to another date, location, or online if less than eight students are registered for any specialization.) .

The MPA program prepares students to assume leadership and management roles in local, state, and federal levels of government, and similar roles in community based non-profit organizations. The curriculum emphasizes the skills necessary for ethical and efficient public management—including planning, policy analysis, and decision-making—that best represents and promotes the public interest.

Credit may be transferred in from a regionally accredited institution (maximum of six hours) for any core or specialization course except for POL-526, POL-586, and any specialization course that is designated a 586 course (for example CRJ-586). The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

The same courses offered in the classroom setting are also offered via the Internet. Details are available at Online-Delivery.

With a strong emphasis on social responsibility and civic engagement, the MPA program at Indiana Wesleyan University gives students the skills necessary to effectively and compassionately confront the challenges of today's metropolitan environment and its diverse populations. It prepares students to assume leadership and management roles in local, state, and federal levels of government, and similar roles in community based non-profit organizations. The curriculum emphasizes the skills necessary for ethical and efficient public management – including planning, policy analysis, and decision-making – that best represents and promotes the public interest.

Upon completion of the MPA program at Indiana Wesleyan University, students will be able to:

- Impart complex information in a clear, concise, and understandable manner.
- Incorporate analytical and critical thinking into the decision-making process.
- Demonstrate the ability to see patterns and classify information, concepts, and theories in public affairs.
- Demonstrate the ability to judge public policy and management evidence based on reasoned arguments.
- Articulate the importance of upholding the "public trust."
- Demonstrate ethical decision-making.
- Articulate a personal philosophy about public affairs and marshal evidence from the literature and from research to support that philosophy and defend it.

Admission Requirements

The admission requirements for the master's degree program are as follows:

- A baccalaureate or graduate degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- An undergraduate grade point average (GPA) of 2.5 or higher from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed. If an applicant's GPA is below 2.5, the student may be admitted on a probationary basis, as established by the guidelines of the college.
- A minimum of two years of significant full-time work experience.

Program Requirements

- Students must successfully complete POL-526 and POL-527 in order to continue in the program.
- Students must successfully complete all core courses except the capstone before starting the specialization courses.
- Students must successfully complete all program courses (core and specialization) prior to taking the capstone course.

Graduation Requirements

To graduate with a master's degree the following requirements must be met:

- All credits required in the curriculum sequence with a minimum GPA of 3.0 and a minimum grade of "C" in each course. A grade of "C-" or below will require the course to be repeated.
- Overall GPA of 3.0 in all IWU graduate work.
- Payment of all tuition and fees is required to receive a diploma.

MPA - Public Affairs

MPA - Program of Study

Core Courses

POL-526	Foundations of Public Policy	3
POL-527	Scholarship	3
POL-528	Economics and Policy	3
POL-522	Research Design and Methods	3
POL-542	Policy Analysis	3
POL-565	Public Administration and Finance	3
POL-515	Urban Economics and Policy	3

Specialization Courses - Criminal Justice

CRJ-526	Criminal Justice Policy	3
CRJ-534	Criminal Justice Administration	3
CRJ-542	Economic Analysis of Crime	3
CRJ-586	Criminal Justice Leadership	3

Capstone Experience

POL-586	Capstone in Public Policy and Affairs	3

Religion Department

The following programs are offered through the Religion Department:

- Certificate in Religious Studies
- Certificate in Pastoral Care and Counseling
- Christian Ministries - Associate of Science Degree
- Biblical Studies - Bachelor of Science Degree

Certificate

In order to provide CAPS students opportunities to take electives that will allow them to focus on specific career-oriented areas, the College of Adult and Professional Studies offers a certificate in the career area of Religious Studies. For a current listing of courses and information, please see <http://www.indwes.edu/Adult-Graduate/Certificate-Religious-Studies/>.

Certificates are available to students in the baccalaureate and associate programs, and to students who are registered as unclassified students.

The Indiana Wesleyan University's Pastoral Care and Counseling Certificate program affords students the opportunity to acquire theoretical and practical application of the practice of pastoral care and counseling. The certificate itself serves as documentation of this accomplishment, as does the transcript notation. This program provides valuable, personal spiritual growth as well as professional development for those in church or para-church ministries and careers. Students completing the Pastoral Care and Counseling Certificate acquire added knowledge and skills for more effective ministry.

Admission Requirements

- Accepted as a regular degree seeking student or as an unclassified student
- Unclassified student requires proof of high school graduation

The Pastoral Care Certificate has specific admission requirements as follows:

- Currently enrolled in or a graduate of the Bachelor of Science with a major in Biblical Studies program; OR

- Licensed or ordained minister (copy of current credentials required)

Completion Requirements

- 15-16 credit hours from the selected courses in the specific certificate area
- Nine of the credits must be earned at IWU for degree seeking students; all credits must be earned at IWU for unclassified students
- Minimum grade of "C" in each course

Certificate - Religion Programs

-

Pastoral Care - Program of Study

Pastoral Care and Counseling

REL-469	Pastoral Care and Counseling	3
REL-469P	Pastoral Care Practicum	1
In addition, students choose four courses from among the following:		
CNS-310	Counseling Theories for the Faith Community	3
CNS-312	Counseling Interventions for the Faith Community	3
REL-355	Theological Issues in Health, Healing and Care Ministry	3
REL-455	The Practice of Spiritual Care Across the Lifespan	3
CRJ-268	Crisis Intervention	3

Religious Studies - Program of Study

Religious Studies

Choose 15 credits from the following:
 Any Biblical Literature (BIL) Course, 15
 Religion (REL) Course, or
 Philosophy (PHL) Course

Associate Degree

The Associate of Science degree with a major in Christian Ministries prepares students for service in Christian churches and para-church organizations. This degree meets many academic and practicum requirements for licensing and/or ordination in many churches. Particularly, this degree fulfills four of six academic requirements for District License in The Wesleyan Church. Additionally, it prepares the student for bachelor-level work in Ministry or Biblical Studies. Over half of the academic requirements for ordination in The Wesleyan Church are satisfied within this program.

The same courses offered in the classroom setting are also offered online.

Upon completion of the Associate of Science degree with a major in Christian Ministries, students will be able to:

- Understand and be able to communicate a Christian worldview and biblical morality from a Wesleyan-Arminian perspective.
- Be prepared to undertake entry-level ministry positions in Christian churches and para-church organizations.

Admission Requirements

The admission requirements for the associate degree programs are as follows:

- Proof of standard high school diploma or GED certification.
- A minimum of two years of significant full-time work experience beyond high school.

Graduation Requirements

To graduate with an associate degree the following requirements must be met:

- Completion of the core requirements.
- Cumulative GPA of 2.0 or higher.
- A minimum of “C” (2.0) must be achieved in ENG-140, ENG-141, and MAT-109. Failure to achieve a “C” in either any of these courses will require repeating the course until a “C” is achieved before the student may continue with the core. (The “repeated courses” policy as found in the Academic Information section does not apply in this case.)
- Payment of all tuition and fees in order to receive a diploma.

AS - Christian Ministries

Christian Ministries - Program of Study

Required Courses

ENG-140, ENG-141, and MAT-109 must be passed with "C" or higher.

GEN-111	Foundations of Lifelong Learning	3
BIL-101	Old Testament Survey	3
ENG-140	College Writing	3
BIL-102	New Testament Survey	3
ENG-141	Research and Writing	3
BIO-203	Environmental Conservation	3
REL-232	Basic Christian Doctrine	3
HST-160	Western Civilization	3
BIL-202	Inductive Bible Study	3
REL-280	Preaching and Teaching the Bible	3
PSY-150	General Psychology	3
ENG-242	Literature and Ideas	3
BIL-235	Life and Letters of Paul	3
FINA-180	Humanities Fine Arts	3
MAT-109	Foundations of College Math	3
PHL-283	Philosophy and Christian Thought	3
MAT-116	Contemporary College Algebra	3
REL-236	Worship in the Local Church	3
REL-265	Pastoral Ministry in the Local Church	3
CED-256	Christian Education in the Local Church	3
REL-277	Evangelism and Global Outreach of the Local Church	3

Required Courses - Ohio Onsite Students

ENG-140 and ENG-141 must be passed with "C" or higher.

GEN-111	Foundations of Lifelong Learning	3
BIL-101	Old Testament Survey	3
BIL-102	New Testament Survey	3
ENG-140	College Writing	3
ENG-141	Research and Writing	3
BIO-203	Environmental Conservation	3

REL-232	Basic Christian Doctrine	3
HST-160	Western Civilization	3
BIL-202	Inductive Bible Study	3
REL-280	Preaching and Teaching the Bible	3
PSY-150	General Psychology	3
ENG-242	Literature and Ideas	3
BIL-235	Life and Letters of Paul	3
FINA-180	Humanities Fine Arts	3
BIO-102	Human Biology	4
BIO-102L	Human Biology Laboratory	0
PHL-283	Philosophy and Christian Thought	3
MAT-100B	Statistics for Business Research and Data Analysis	3
REL-236	Worship in the Local Church	3
REL-265	Pastoral Ministry in the Local Church	3
CED-256	Christian Education in the Local Church	3
REL-277	Evangelism and Global Outreach of the Local Church	3

Total Credit Hours: 0

Bachelor Degree

The Bachelor of Science degree with a major in Biblical Studies provides an in-depth education from a Wesleyan-Arminian perspective for persons who desire to understand the Christian faith and its foundational issues. Graduates will be prepared to undertake more advanced ministry positions in Christian churches and para-church organizations, or to proceed on to master's level work in Divinity or Ministry. The program meets many academic requirements for licensing and/or ordination in many denominations including The Wesleyan Church.

The same courses offered in the classroom setting are also offered via the Internet. Details are available at Online-Delivery.

Biblical Studies graduates will:

- Understand and be able to communicate a Christian worldview and biblical morality.
- Have a solid grasp of the biblical principles associated with the Wesleyan-Arminian tradition.
- Develop significant understanding of major segments and books of the Bible.
- Be able to compare and contrast the various schools of biblical interpretation and assess the strengths and weaknesses of each school.
- Apply principles and techniques for fruitful biblical study and biblical communication.

Admission Requirements

The admission requirements for bachelor degree programs offered through the College of Adult and Professional Studies are as follows:

- Proof of high school graduation or GED certification.
- Original transcripts from all previous college or university study at regionally accredited colleges or universities or an institution accredited by the Association for Biblical Higher Education.
- Prior completion of at least 60 transferable credit hours from a regionally accredited college or university or an institution accredited by the Association for Biblical Higher Education is required before the student is eligible to start a bachelor core program.
 - A maximum of 40 hours of credit may be earned through the assessed learning process toward the required 60.

- A minimum of two years of significant full-time work experience beyond high school.

Graduation Requirements

- To graduate with a baccalaureate degree from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:
 - Completion of 124 semester hours.
 - Completion of the required core courses with a GPA of 2.50 or higher.
 - Cumulative GPA of 2.0 or higher.
 - Completion of 30 hours of general education as specified (General Education Requirements (p. 246)).
 - Payment of all tuition and fees is required to receive a diploma.

BS - Biblical Studies

Biblical Studies - Program of Study

Prerequisite Courses

(must be completed before starting the core program; for students lacking the prerequisites required for entrance into the Biblical Studies major, these courses are offered at the inception of the program and qualify for financial aid for eligible students)

BIL-101	Old Testament Survey	3
BIL-102	New Testament Survey	3
REL-232	Basic Christian Doctrine	3
BIL-202	Inductive Bible Study	3

Core Courses

UNV-181	Leading Change in the World	3
BIL-203	Advanced Inductive Bible Study	3
BIL-303	Synoptic Gospels	3
BIL-301	Pentateuch	3
BIL-302	Historical Books	3
BIL-304	Johannine Literature	3
REL-424	Christian Theology II: Salvation /Holiness	3
BIL-410	Wisdom Literature	3
BIL-404	Acts of the Apostles	3
BIL-402	Major Prophets	3
REL-241	Survey of Church History	3
BIL-412	Romans and Galatians	3
REL-410	World Faith Systems	3
REL-483	Biblical Studies Colloquium	3

Total Credit Hours: 0

School of Nursing

The IWU School of Nursing has a great history in nursing education, graduating the first class in 1975. All of the programs are accredited by the Commission on Collegiate Nursing Education. Membership is held in the American Association of Colleges of Nursing. Eta Chi Chapter of Sigma Theta Tau International (Honor Society of Nursing) is chartered at Indiana Wesleyan University.

The School of Nursing has three divisions.

Pre-licensure Program Division which offers:

- **BSN degree for post-high school students.** The Pre-licensure BSN (undergraduate program) is focused on the discipline of nursing and is supported by courses from the humanities and the natural and social sciences. Post high school students are admitted to the university and apply for admission to the nursing major during the second semester of their freshman year. Students are admitted to the nursing major as first semester sophomores. It is a traditional four-year program of study.
- **BSN degree for students with a previous bachelor's degree in an area other than nursing.** The Transition to Nursing program, a Pre-licensure program, is designed as a 14-month accelerated, second-degree program. It was developed to provide an expedited method for second career seekers to become nurses.

Upon graduation, Pre-licensure students are eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

Post-licensure Program Division which offers:

- **BSN degree for registered nurses.** The Post-licensure (RNBSN) program is for the practicing Registered Nurse. The program operates year round and classes are offered in either the day or evening, online or on-site or blended, to permit enrollment of working students. The Pre-licensure and Post-licensure programs are aligned in mission, philosophy, outcomes, and curriculum.
- **Parish Nursing certification.** Offered in conjunction with the School of Adult and Professional Studies, this certificate program allows nurses to offer their skills and gifts in a congregational setting.

Graduate Studies in Nursing Division which offers:

- **MSN degree with majors in Primary Care Nursing, Nursing Administration, and Nursing Education.** The Graduate nursing program was initiated in 1982 and offers a major in Primary Care to prepare nurse practitioners and in Nursing Education and Nursing Administration. Also offered is a dual degree program in which the student earns a Master of Science degree with a major in Nursing Administration as well as an MBA degree with a major in Business Administration. The graduate program operates year around. Classes are offered online to accommodate working professionals. Primary Care students will have one onsite evening course.
- **DNP (Doctor of Nursing Practice).** The Doctor of Nursing Practice program launched in 2013 and offers the doctoral student an extensive focus on developing leadership skills within healthcare systems and includes a two-week global academic experience. The 71-week program is delivered using the cohort model, offering the convenience of online learning and the cultivation of genuine relationship building through week-long residencies at three intervals during the program of study.

Mission of the School of Nursing

Nursing education at IWU prepares each student to become a world-changing nurse. This is accomplished by drawing students into an integrated experience of intellectual challenge, professional growth, and leadership development.

Therefore we will:

- Call students to Christian character.
- Expect academic excellence.
- Equip students for success for in the profession.
- Mentor students in leadership.
- Prepare students for service.

Communication with the School of Nursing

Address	Indiana Wesleyan University School of Nursing 4201 South Washington St Marion IN 46953-4974 http://indwes.edu/nursing http://myIWU.indwes.edu
Dean, School of Nursing	765-677-1578
Division of Pre-licensure Programs	765-677-2812
Division of Post-licensure Program	765-677-2898
Division of Graduate Studies in Nursing	765-677-2148
Registrar's Office	765-677-2131
Office of Student Services	765-677-2359
Financial Aid Office - Division of Pre-licensure Programs	765-677-2116
Financial Aid Office - Divisions of Post-licensure Programs and Graduate Studies in Nursing	765-677-2516
Accounting - Division of Pre-licensure Programs	765-677-2411
Accounting - Divisions of Post-licensure Programs and Graduate Studies in Nursing	765-677-3265 or 765-677-2878
Resources - Divisions of Post-licensure Programs and Graduate Studies in Nursing	765-677-2854
Other Offices - Division of Pre-licensure Programs	Communication with College of Arts and Sciences (p. 348)

Transcripts

The student's official transcript is prepared by the Indiana Wesleyan University Registrar's Office and will show the course, grade, credit, and dates of instruction for each course. Requests for transcripts of coursework at Indiana Wesleyan University must conform with the Privacy Act of 1974, which requires that all transcript requests be submitted in writing and signed by the student, for protection of the student's confidentiality. A transcript is official only when it bears the university seal.

It is university policy not to release a transcript if the student owes anything to the university or if he or she is delinquent on any loan received through Indiana Wesleyan University. A \$3 fee is charged for each transcript and must be enclosed, along with a complete address to which the transcript is to be mailed. Please provide a current address if request is to be sent to student's home. Students requesting a transcript should write to the Indiana Wesleyan University Registrar's Office, 4201 South Washington Street, Marion, IN 46953. For more information, call 1-765-677-2966 or <http://www.indwes.edu/Academics/Registrar/Transcript>

Petitions, Appeals, and Grievances - School of Nursing

During a student's academic career, there may be occasion to file a petition, an appeal or a grievance.

- A petition is used to request an exception to an academic policy.
- An appeal is used either to request a change in grade or to appeal the decision of a petition.

- An academic policy and non-academic policy grievance involves those situations in which a student believes that the university has not followed published policies regarding an academic or non-academic decision or discrimination based on race, national origin, color, sex, disability, or age, including Title VI, Title IX, and Section 504.

Students taking courses outside of the School of Nursing are expected to follow the guidelines established by the Principal Academic Unit (School of Nursing, College of Arts and Sciences, College of Adult and Professional Studies) from which the course is taken for matters pertaining to courses/classes/policies.

Appeals

Indiana Wesleyan University follows generally accepted college and university practice in the development of academic policies, the operation of classrooms, and use of grading techniques. The university allows its instructors independence in following generally accepted practices. A student who wishes to appeal a course grade must abide by the procedures that follow.

Each stated time frame will be the ordinary process. More time may be necessary in the event of a lengthy investigation, hearing, illness, or other unforeseen circumstances. All grade appeals, with all documents, recommendations, and decisions, will be reported to the Dean of the School of Nursing (or designee). Because the appeal process is a private university administrative process, legal counsel or representation is inappropriate.

Grade Appeal

A grade appeal involves only those situations in which a student believes that an instructor (a) has not followed fair grading practice or (b) has not followed his or her published grading policy. A student who wishes to appeal a grade based on one or both of these reasons must follow these procedures:

Informal Process

- The student should contact the professor for a full explanation of the grade given and the basis for making the grade within ten days of the posting of the grade.
- The informal process may be ended at any time and the complainant may begin the formal procedure by submitting a written grade appeal form within 20 days of the posting of the grade. Grade appeal forms are available from the office of the Division Chair.

Formal Process

Step 1

- If there is no resolution during the informal process, the student may file a grade appeal request form, which can be obtained from the Office of the Division Chair. If a properly completed grade appeal request form is not received by the university within 20 days of the date the student's grade was posted, then the student will forfeit any further right to appeal.
- If the matter involves the Chairperson as faculty, the student may request that the Dean of the School of Nursing (or designee) review the matter.
- After the university receives the grade appeal request form, it will be forwarded to the instructor along with a faculty grade appeal response form. The chairperson will notify the faculty member of the appeal and its nature and seek to mediate the dispute through the following steps:
 - Discussion of the facts of the case seeking resolution within ten days.
 - If the faculty member's stated policy for calculating the grade has not been followed, the chairperson will insist that it be followed. The role of the chairperson or dean is not to re-grade the assignment(s).

Step 2

- If the instructor agrees that the grade should be changed, the faculty will be instructed to change the grade and the student academic record will be updated.
- If the instructor does not agree that the grade should be changed, the Chair will request a second reading of the specific paper or examination by two faculty members with knowledge in the academic discipline. They will submit their completed rubrics or evaluations to the Chair within ten days.
- The grade appeal form, faculty response form, and the evaluation of the specific paper or examination will be submitted to the School of Nursing Student Life Council.

- Upon receipt of the request for council review from the student, the matter will be brought to the next regularly scheduled School of Nursing Student Life Council meeting. (NOTE: The Council reserves the right to seek clarification from the student, additional graders, or the instructor). If the matter involves a member of the council, then that individual will recuse himself/herself from deciding the appeal.
- The Council will notify the student of its decision, which will be final.
- The complainant will be notified of results at each step of the grade appeal process. All grade appeals, with all papers, recommendations, and decisions related to federal or state regulations, will be reported to the Dean of the School of Nursing (or designee).
- Depending on the situation, the timeline may be expedited.

Academic and Non-Academic Policy Appeal

An academic policy appeal involves only those situations in which a student is seeking recourse from (a) an university academic petition decision; or (b) alleged discrimination on the basis of race, national origin, color, sex, disability, or age, including alleged violation of Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments Acts of 1972, Section 504 of the Rehabilitation Act of 1973, the American with Disabilities Act of 1990, or other state or federal legislation.

Examples of academic policies include but are not limited to admission criteria, readmission criteria, etc. Each stated time frame will be the ordinary process. More time may be necessary in the event of a lengthy investigation, hearing, illness, or other unforeseen circumstances.

All non-academic policy appeals will be reported to the Chair of the School of Nursing Student Life Council. Because the appeal process is a private university administrative process, legal counsel or representation is inappropriate.

A student who wishes to file such an appeal will abide by the procedures that follow:

- Level 1 - The student must first contact the person or the department responsible for the policy to request an exception to the policy to resolve the question informally. Such contact must occur within ten days of the incident that generates the request for exception.
- Level 2 - If the matter is not satisfactorily resolved at level one, the student may submit a written request within ten days of the level one decision to the Division Chair for a review by the Student Life Council, which is comprised of the personnel and students from the School of Nursing. The request from the student should include thorough documentation supporting the student's claims. The Chair of the School of Nursing Student Life Council will communicate the committee's findings and decision to the student.
- Level 3 - If the complaint is not satisfactorily resolved at level two, the student may submit a written request within ten days of the level 2 decision to the Chair of the School of Nursing Student Life Council for a review by the Dean of the School of Nursing (or designee). Appeals at this level will be considered only to ensure that University procedures were followed in levels one and two. The request from the student should include thorough documentation supporting the student's claim and reference why the decision at level two is deemed unsatisfactory. The Dean (or designee) will consider the situation and will inform the student of the decision, which will be final.

Grievances

Academic Policy Grievance

An academic policy grievance involves those situations in which a student believes that the university has not followed published policies regarding an academic decision or discrimination based on race, national origin, color, sex, disability, or age, including Title VI, Title IX, and Section 504. A student who wishes to file an academic policy grievance must follow these procedures:

Each stated time frame will be the ordinary process. More time may be necessary in the event of a lengthy investigation, hearing, illness, or other unforeseen circumstances.

All academic policy grievances will be reported to the Chair of the School of Nursing Student Life Council. Because the grievance process is a private university administrative process, legal counsel or representation is inappropriate.

A student who wishes to file such an appeal will abide by the procedures that follow:

- Level 1 - The student must first contact the person whom the student believes did not follow published policies, within ten days for a full explanation of the policy and how the policy was followed.

- Level 2 - If the policy was not followed or the student disputes the way in which the policy was applied, then the student may request that the Regional Dean/Divisional Chair review the matter by filing a form requesting such a review. This form may be obtained from the Regional Dean/ Divisional Chair. If the complaint involves the Regional Dean/ Divisional Chair, the student may request that the Dean of the School of Nursing (or designee) review the matter. If a properly completed form is not received by the university within 20 days of the date on which the event that gave rise to the complaint occurs, then the student will forfeit any further right to appeal. The Regional Dean/ Divisional Chair or, if applicable, the Dean of the School of Nursing (or designee) will notify the student of the decision.
- Level 3 - If the matter is not satisfactorily resolved, then the student may request that the School of Nursing Student Life Council review the matter by filing a form requesting a committee review. This form may be obtained from the Office of the Dean of the School of Nursing. If the university does not receive a properly completed form within ten days of the date on which the decision notice in level two was sent, then the student will forfeit any further right to appeal. The School of Nursing Student Life Council will notify the student of its decision, which will be final.

Non-Academic Policy Grievance

A non-academic grievance involves only those situations in which a student (a) believes that the university has not followed published policies regarding a non-academic decision or program, policy, or (b) alleges discrimination on the basis of race, national origin, color, sex, disability, or age, including alleged violation of Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments Acts of 1972, Section 504 of the Rehabilitation Act of 1973, the American with Disabilities Act of 1990, or other state or federal legislation.

Each stated time frame will be the ordinary process. More time may be necessary in the event of a lengthy investigation, hearing, illness, or other unforeseen circumstances.

All non-academic policy grievances will be reported to the Chair of the School of Nursing Student Life Council. Because the grievance process is a private university administrative process, legal counsel or representation is inappropriate.

A student who wishes to file such an appeal will abide by the procedures that follow:

- Level 1 - The student must first contact the person or the department concerned whom the student believes did not follow published policies for a full explanation of the policy and how the policy was followed to resolve the dispute informally. Such contact must occur within ten days of the incident that generates the dispute.
- Level 2 - If the matter is not satisfactorily resolved at level one, the student may submit a written request within ten days of the level one decision to the Divisional Chair/Dean of the School of Nursing (or designee) for a review by the Student Life Council, which is comprised of the personnel and students from the School of Nursing. The request from the student should include thorough documentation supporting the student's claims. The Chair of the School of Nursing Student Life Council will communicate the committee's findings and decision to the student.
- Level 3 - If the complaint is not satisfactorily resolved at level two, the student may submit a written request within ten days of the level two decision to the Chair of the School of Nursing Student Life Council for a review by the Dean of the School of Nursing (or designee). Appeals at this level will be considered only to ensure that University procedures were followed in levels one and two. The request from the student should include thorough documentation supporting the student's claim and reference why the decision at level two is deemed unsatisfactory. The Dean (or designee) will consider the situation and will inform the student of the decision, which will be final.

Pre-licensure Nursing Division

Pre-licensure Nursing programs lead to a Bachelor of Science Nursing (B.S.N.) degree. There are two programs of study available to students: nursing (p. 353) traditional format (four year) and Transition to Nursing (p. 354) (accelerated second degree). The undergraduate program prepares men and women for professional nursing practice and provides a foundation for advanced study in nursing. Following successful completion of the curriculum, students are eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN) in Indiana or other states subject to that state's guidelines and regulations.

The Pre-licensure Nursing programs are accredited by the Indiana State Board of Nursing and the Commission on Collegiate Nursing Education (CCNE).

The Pre-licensure Nursing programs are committed to educating professional nurses prepared to change their world of influence through nursing practices grounded in the Christian ethos. The mission of the division is to provide quality nursing education within a Christian liberal arts university that equips professional nurse generalists for practice in diverse environments.

The nurse is perceived as a purposeful, self-directed individual who assumes responsibility and accountability to God, society, self, and clients who, made in the image of God, have intrinsic worth and value. Modeling the example of Jesus Christ, nurses are to protect and promote health, especially for people lacking access to health care, through the just allocation of health resources and services throughout the world.

General Education Competencies

Students in this major meet the general education competencies by taking the approved courses.

Outcomes of the Pre-licensure Nursing Program

The outcomes of the Pre-licensure Nursing program are to:

1. Call students to Christian character.
2. Expect students to develop academic excellence.
3. Equip students for success in the profession.
4. Mentor students in leadership.
5. Prepare students for service.

Pre-licensure Nursing Entrance Requirements

High school courses that provide a foundation for nursing are biology, chemistry, English, mathematics, speech, algebra, social studies, and writing. Students should submit the university application to the director of admissions at Indiana Wesleyan University. Acceptance will be in accordance with the established admission policies. Students are advised to declare pre-nursing as the choice of major when applying for admission.

Admission and Progression in the Pre-licensure Nursing Major

The Admission and Progression Committee approves admission to the Pre-licensure Nursing major. The following criteria must be met for admission to the major at the sophomore level:

1. Completion of 29 credits.
2. Minimum GPA of 2.75.
3. Minimum grade of "C" in all supporting courses, (A & P I, A & P II, IOBC, Micro; wet labs required, speech, and psychology).
4. Completion of health clearance form.
5. CPR certification.
6. Certified criminal background check.
7. Completion of math requirement - MAT-107.
8. Test of Essential Academic Skills with a score of 65% or higher.

Application forms for admission to the nursing major may be obtained from the office of the Division of Pre-licensure Nursing. All admission requirements must be completed by May 31 for September admission into the nursing major or December 22 for January admission.

Once a student is admitted to the nursing program, he or she must complete all coursework within 4 1/2 years (9 semesters). Progression through the major requires a minimum cumulative and major GPA of 2.75, a minimum grade of "C" in all nursing courses, health clearance, and current CPR certification. Progression is monitored by the Admission and Progression Committee.

Fees

Assessment testing fees, as well as clinical and lab fees, will be assessed every semester.

Probation

Probation in the Division of Pre-licensure Nursing applies to students having a cumulative and/or major GPA less than 2.75 and/or who are repeating a nursing course. See details in the Pre-licensure Nursing Student Handbook.

Advanced Standing in Nursing

Transfer Students

Admission with prior credit is granted to those who meet the university requirements and who have a cumulative GPA of 2.75 on a 4.0 scale from the transferring institution. It is recommended that transfer into the program be made no later than the first semester of the sophomore year. Students contemplating transfer into the program from another college or university must contact the School of Nursing for the transfer policy and:

1. Be admitted to the university.
2. Must have their nursing course syllabi and science course syllabi approved by the School of Nursing and the Division of Natural Sciences and Mathematics (wet labs required).
3. To be considered for full admission into the nursing major, all admission criteria and credit transfers must be completed by May 31 for September admission, or December 22 for January admission.
4. Must complete three semesters of clinical nursing courses in the IWU School of Nursing program (minimum of 1 1/2 years residency requirement).
5. Transfer of clinical courses requires successful completion of appropriate skills proficiency exams. See Orientation, Registration and Credit Options (p. 28).

All criteria for acceptance will be successfully completed before any nursing coursework is attempted.

College of Arts and Sciences (p. 25)

Students pursuing majors in Pre-licensure Nursing are also subject to all the pertinent policies and procedures as defined in the College of Arts and Sciences. Below are links to the academic policies and procedures for the College of Arts and Sciences:

Orientation, Registration and Credit Options (p. 28)

Schedule Changes and Withdraws (p. 28)

Study Abroad (p. 32)

Academic Policies (p. 35)

Academic Requirements (p. 42)

Competency and Proficiency Requirements - Bachelor's Degree (p. 48)

General Education Requirements - Bachelor's Degree (p. 49)

Graduation Requirements and Procedures (p. 375)

Student Development (p. 51)

Financial Information (p. 57)

Communication with the College of Arts and Sciences and Pre-licensure Nursing

Address: 4201 South Washington Street
Marion, Indiana 46953-4974

General Information: Switchboard: 765-674-6901; 866-GO-TO-IWU; geninfo@indwes.edu

Administration: CAS - Academic Affairs: 765-677-2493
SON - Academic Affairs 765-677-1578

Admissions:	Undergraduate: 866-GO-TO-IWU; 765-677-2138; admissions@indwes.edu Graduate Counseling: 866-IWU-4-YOU; graduate@indwes.edu
Student Account Services, CAS:	Billing: 765-677-2122 Cashier: 765-677-2411 Student Account Services, CAS: howtopay@indwes.edu
Center for Life Calling and Leadership:	765-677-2520; Career Guidance: clcl@indwes.edu
Financial Aid:	765-677-2116; Scholarships and Financial Assistance: finaid@indwes.edu
Residential Academic Services:	765-677-2131; Registration, Course Information: ResAcadServ@indwes.edu
Registrar's Office:	765-677-2131; Transcripts and Academic Information: registrar@indwes.edu
Student Development:	765-677-2201; Housing, Student Organizations and Activities: studev@indwes.edu
The Center for Student Success: Student Support Services	765-677-2257; Counseling, Disability Services, Tutoring: center4success@indwes.edu
School of Nursing:	765-677-2812 Pre-licensure Nursing - contact information (p. 343)
School of Health Sciences:	765-677-2035 School of Health Sciences - contact information (p. 403)

Grievance and Appeal Policy (Academic)

A student who has a grievance related to a course grade or an academic policy decision, including those believed to be discriminatory based on race, national origin, color, sex, disability, or age, should follow these procedures for resolution.

Students must begin with the awareness that the university follows generally accepted college and university practice in the development of academic policies, the operation of classrooms, and use of grading techniques. These differ widely from professor to professor and from college to college. Indiana Wesleyan University allows its instructors independence in following generally accepted practices.

Protest of Grade

If the student feels that an instructor has not followed fair practice nor followed his or her own published grading policy, the following procedures should be followed:

A. Protest of a Grade - Informal Procedure

1. The student should contact the professor for a full explanation of the grade given and the basis for making the grade.

2. If there is no resolution of the problem, the student may request a review with the division chairperson (or the dean of the college if the complaint involves the chairperson).
3. The chairperson or the dean will notify the faculty member of the grievance and its nature and seek to mediate the dispute through the following steps:
 - Informal discussion of the facts of the case seeking resolution within 15 working days.
 - If the faculty member's stated policy for calculating the grade has not been followed, the chairperson or dean will insist that it be followed.
 - If the dispute is about a grade on a specific paper or an examination, the chairperson or dean will request that the professor reevaluate the paper or the examination to examine the grade given.
 - If the student is not satisfied with this informal process, the formal procedure may be initiated.

B. Protest of Grade - Formal Procedure

1. The informal resolution may be ended at any time and the complainant may begin the formal procedure by submitting a written grievance form within 30 days of receiving the grade. Grievance forms are available in the office of the dean of the college.
2. The chairperson or the dean within 15 working days will request a second reading of the specific paper or examination by two faculty members with knowledge in the academic discipline. They will submit their evaluations to the chairperson or dean within 15 working days. That person will make a judgment, within 15 working days, as to whether the grade has been definitely mis-evaluated by more than one full grade. If so, the grade may then be changed by the academic administration. The decision of the academic dean will be final in all grade disputes.

The complainant will be notified of results at each step of the grievance process. All grievances, with all papers, recommendations, and decisions related to federal or state regulations, will be reported to the vice president for Academic Affairs in whose office all files will be kept.

Protest of Policy

If a student believes that the university has not followed published policies regarding academic decisions or has been discriminated against based on race, national origin, color, sex, disability, or age, including Title VI, Title IX, and Section 504, the student may follow the following procedures:

A. Informal Procedure

1. The student should contact the person who has made the decision for a full explanation of the university policy, or the federal or state policy, and how the policy was followed. If the university policy has been followed, that should resolve the complaint.
2. If the complaint is not satisfactorily resolved, the student may request a hearing with the division chairperson.
3. If the complaint is not satisfactorily resolved with the division chairperson or dean, the student may request a hearing with the vice president for Academic Affairs, the vice president for Adult and Professional Studies, Dean of the School of Nursing or the Dean of the Seminary.
4. If the complaint is not satisfactorily resolved with the academic leader informally, the formal procedure may be initiated.

B. Formal Procedure

1. The informal resolution may be ended at any time and the complainant may begin the formal procedure by submitting a written grievance form within 30 days of the policy decision. Grievance forms are available in the office of the vice president for Academic Affairs.
2. The student may then make a request within 15 working days for a hearing with the vice president for Academic Affairs or the vice president for Adult and Professional Studies to review the formal grievance.
3. If the complaint is not satisfactorily resolved with the vice president, the student may then request within 15 working days a hearing with the Academic Affairs Council of the university.

The decision of the Academic Affairs Council will be made within 15 working days of such a request and will be final in all academic policy disputes.

The complainant will be notified of results at each step of the grievance process. All grievances, with all papers, recommendations, and decisions related to federal or state regulations, will be reported to the vice president for Academic Affairs in whose office all files will be kept.

Because grievance and appeal processes are private university administrative hearings, legal counsel or representation is inappropriate.

Grievance and Appeal Policy (Non-academic)

A student may seek recourse from any university nonacademic program or employment-related dispute, alleged discrimination on the basis of race, national origin, color, sex, disability, or age, including alleged violation of Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments Acts of 1972, Section 504 of the Rehabilitation Act of 1973, or other state or federal legislation through the following procedures:

A. Informal Procedure

1. The student should seek informal resolution with the individual department concerned before initiating a written complaint.
2. If the complaint is not satisfactorily resolved, the student may request a hearing with the dean for mentoring and accountability, the assistant vice president for Student Development or the associate dean of Adult and Professional Studies.
3. If the complaint is not satisfactorily resolved at this level, the student may request a hearing with the vice president for Student Development or the vice president for Adult and Professional Studies.
4. If the complaint is not satisfactorily resolved at this level, the student may submit a written grievance form.

B. Formal Procedure

1. The informal resolution may be ended at any time and the complainant may begin the formal procedure by submitting a written grievance within 30 days of the event or action. Grievances must include the demographic information regarding the complainant, the clear facts of the case, the disposition or resolution achieved thus far and the requested resolution by the complainant. Additional information or clarification may be requested before a hearing is scheduled. NOTE: Appeals that are based solely on the severity of a sanction that upon investigation are within the parameters of the available sanctions for an event or action are not considered grounds for appeal.
2. A hearing will be held with the dean for mentoring and accountability, the assistant vice president for Student Development or the associate dean of Adult and Professional Studies, ordinarily within 15 working days from the filing of the written grievance.
3. If the complaint is not satisfactorily resolved with the respective assistant vice president, the student may then request, within 15 working days, a hearing with the vice president for Student Development or the vice president for Adult and Professional Studies. This hearing will ordinarily be held within 15 working days following the request.
4. If the complaint is not satisfactorily resolved with the respective vice president, the student may then request, within 15 working days, a hearing with the Student Development Council, which will make recommendations back to the vice president within 15 working days.
5. If the complaint is not satisfactorily resolved with the Student Development Council and the vice president, the student may then request, within 15 working days, a hearing with the president of the university. This final hearing with the president will ordinarily take place within 15 working days. This is the final appeal.

Each stated time frame will be the ordinary process. More time may be necessary in the event of a lengthy investigation, hearing, illness, or other unforeseen circumstances.

The complainant will be notified of results at each step of the grievance process. All grievances, with all papers, recommendations, and decisions related to federal or state regulations, will be reported to the vice president for Academic Affairs in whose office all files will be kept.

Because grievance and appeal processes are private university administrative hearings, legal counsel or representation is inappropriate.

Honesty, Cheating, Plagiarism, and Forgery

Academic dishonesty is inconsistent with scholarship and the pursuit of knowledge and Christian character. Thus, Indiana Wesleyan University expects students to be honest in all academic work.

Coursework

Students are expected to exhibit honesty in the classroom, in homework and on quizzes and tests. Each instructor should define what constitutes honest work in a specific course. Any deviation from ordinary standards, such as the permitted use of notes for an examination or an "open book" test, should be stated clearly by the instructor.

Cheating is defined as the use or attempted use of unauthorized materials or receiving unauthorized assistance or communication during any academic exercise. Examples of cheating include:

1. Submitting work for academic evaluation that is not the student's own.
2. Copying answers from another student during an examination.
3. Using prepared notes or materials during an examination.
4. Permitting another student to copy one's work.
5. Plagiarism.
6. Falsification.
7. Other misrepresentations of academic achievement submitted for evaluation or a grade.
8. The submission of papers or other work that one has submitted in a previous class or classes without appropriate citation and/or permission of the instructor.

Plagiarism is defined as "the false assumption of authorship; the wrongful act of taking the product of another person's mind and presenting it as one's own" (A. Lindey, 2006, *Plagiarism and Originality*). *The Prentice Hall Reference Guide* (2006) indicates, "To plagiarize is to include someone else's writing, information, or idea in a paper and fail to acknowledge what you took by indicating whose work it is" (p. 292). In other words, it is not giving credit where credit is due. Plagiarism is both a moral and ethical offense and sometimes a legal one.

Examples of plagiarism include:

1. Copying another person's actual words without the use of quotation marks, source citation, or footnotes.
2. Presenting another person's ideas or theories in your own words without citing the source.
3. Failing to acknowledge contribution and collaboration from others.
4. Using information that is not common knowledge without citing the source.
5. Submitting downloaded papers or parts of papers, "cutting and pasting," or paraphrasing or copying information from Internet sources without proper acknowledgment of a source.

Sanctions

It is the responsibility of each student to be aware of policies regulating academic conduct including definitions of academic dishonesty, the possible sanctions, and the appeals process.

Any undergraduate student apprehended and charged with cheating, including plagiarism, during his or her college matriculation, shall receive the following discipline:

1. First incident of cheating: no credit (i.e., no points given) in paper, assignment, or exam.
2. Second incident of cheating: failure in the course involved.
3. Third incident of cheating: dismissal from the university.

In addition to the above, a graduate student is expected to understand clearly the nature of cheating and is subject to dismissal from the university for any egregious act of academic dishonesty or cheating, without the need to follow the steps listed above. Incidents of cheating and/or plagiarism will be investigated and judged by the appropriate academic leader.

Because the matter of cheating cumulatively leads to dismissal, faculty are required to report each case to the appropriate university administrators who in turn reports the case to the academic leader of the specific college/school. Unquestionable evidence must be in hand before any action will be taken to confront and accuse a student of cheating.

A student who is not satisfied with the disciplinary action may follow the grievance and appeal policies of the appropriate academic unit.

Falsification of Academic Records or University Documents: Falsification of academic records or documents includes but is not limited to altering any documents affecting academic records; forging signatures; or falsifying information of an official document such as a grade report, ID card, financial receipt, or any other official university letter or communication. This includes information downloaded (printed) from student information available via Web (online) services.

Unauthorized Access to Computerized Academic or Administrative Records or Systems: Unauthorized access to computerized academic or administrative records or systems means viewing or altering the university's computer records without authorization; copying or modifying the university's computer programs or systems without authorization; releasing or dispensing information gained through unauthorized access; or interfering with the use or availability of computer systems information.

Students who are found to have falsified university documents or participated in unauthorized access to computerized academic or administrative records or systems are subject to dismissal from the university for a single incident. The university may consider legal action for any individual found to have participated in these actions.

Pre-licensure Nursing Programs

Nursing - B.S.N.

The minimum requirements for the Bachelor of Science in Nursing are 124 credit hours. The required nursing courses include the following.

Nursing - B.S.N. – Program of Study

Required Courses (61 hours)

NUR-145	Foundations of Nursing	3
NUR-221	Principles of Intervention	2
NUR-221L	Principles of Intervention - Lab	0
NUR-232	Advanced Principles of Intervention	2
NUR-232L	Advanced Principles of Intervention Lab	0
NUR-242	Nutrition	2
NUR-245	Adult Health I	4
NUR-250	Pharmacology	3
NUR-253	Maternal/Newborn Nursing	3
NUR-257	Nursing Care of Children	3
NUR-260	Physical Assessment	3
NUR-260L	Physical Assessment Lab	0
NUR-330	Gerontological Nursing	4
NUR-337	Pathophysiology	3
NUR-345	Adult Health II	5
NUR-371	Mental Health Nursing	3
NUR-400	Transcultural Nursing	2
NUR-400L	Transcultural Nursing-Practicum	1
NUR-436	Research	3
NUR-445	Adult Nursing III	5
NUR-470	Community Health Nursing	5
NUR-473	Nursing Leadership and Management	5

Required Supporting Courses (21 hours)

BIO-111	Anatomy and Physiology I	4
BIO-112	Anatomy and Physiology II	4

BIO-113	Introductory Microbiology	4
CHE-120	Introduction to Organic and Biological Chemistry	4
COM-110	Speech Communication	3
PSY-150	General Psychology	3

Transition to Nursing - B.S.N.

If you currently hold a bachelor's degree in another field from any accredited institution of higher learning and are interested in becoming a nurse, this is the program for you. Transition to Nursing offers you the opportunity to become a nurse in 14 months. This full time program requires 63 credit hours of nursing coursework and leads to a BSN degree in nursing. The coursework is designed to provide a sound foundation in nursing skills and dispositions, and includes leadership and nursing research in the clinical setting. Following successful completion of the curriculum, students are eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN) in Indiana or other states subject to that state's guidelines and regulations. This program also provides the foundation for the pursuit of graduate education.

The Transition to Nursing program takes advantage of your academic track record and builds upon your past experiences. It provides a realistic transition to the nursing profession in an expedited manner. Due to the rigorous nature of the program, students are strongly encouraged not to have outside employment during the program.

Fees

Assessment testing fees, as well as clinical and lab fees, will be assessed every semester.

Prerequisites

1. Previous baccalaureate degree with GPA of 2.75 or above.
2. Anatomy and Physiology I.
3. Anatomy and Physiology II.
4. Microbiology.
5. Chemistry.
6. CPR Certification.
7. Health clearance.
8. Certified criminal background check.
9. University math requirement met - MAT-107.
10. Test of Essential Academic Skills with a score of 65% or higher.

Transition to Nursing - B.S.N. – Program of Study

Required Courses (63 hours)

NUR-145	Foundations of Nursing	3
NUR-221	Principles of Intervention	2
NUR-221L	Principles of Intervention - Lab	0
NUR-232	Advanced Principles of Intervention	2
NUR-232L	Advanced Principles of Intervention Lab	0
NUR-242	Nutrition	2
NUR-245	Adult Health I	4
NUR-250	Pharmacology	3
NUR-253	Maternal/Newborn Nursing	3
NUR-257	Nursing Care of Children	3
NUR-260	Physical Assessment	3
NUR-260L	Physical Assessment Lab	0
NUR-330	Gerontological Nursing	4
NUR-337	Pathophysiology	3

NUR-345	Adult Health II	5
NUR-371	Mental Health Nursing	3
NUR-400	Transcultural Nursing	2
NUR-400L	Transcultural Nursing-Practicum	1
NUR-436	Research	3
NUR-445	Adult Nursing III	5
NUR-450	Capstone-Nursing From a Christian World View	2
NUR-470	Community Health Nursing	5
NUR-473	Nursing Leadership and Management	5

Post-licensure Nursing Division

The School of Nursing offers a Post-licensure (RNBSN) Program (p. 374) leading to a Bachelor of Science in Nursing (B.S.N.). The undergraduate program prepares men and women for professional nursing practice and provides a foundation for advanced study in nursing.

Also, in conjunction with the College of Adult and Professional Studies, a certificate in Parish Nursing (p. 326) is offered. (p. 355)

Policies and General Information - Post-licensure (RNBSN)

The right is reserved to change any of the rules and regulations of the university at any time, including those relating to admission, instruction, and graduation. The right to withdraw curricula and specific courses, alter course content, change the calendar, and to impose or increase fees similarly is reserved. All such changes are effective at such times as the proper authorities determine and may apply not only to prospective students but also to those already enrolled in the university.

Academic Information - Post-licensure (RNBSN)

Academic Calendar - Courses in adult and graduate programs are offered under the semester hour system but in a non-traditional academic calendar. Each program consists of specific courses that are taught in a modular format and taken sequentially. Onsite core groups meet on the same day for the duration of the program. Online core groups meet in an asynchronous environment through Blackboard. Certain programs require students to complete project team assignments.

Catalog Governing Graduation - Students must meet the graduation requirements as stated in the university catalog under which they enrolled. Students who maintain continuous enrollment, who make normal progress toward a degree, and who earn their degree within a maximum of six years from the date of enrollment may meet the graduation requirements as stated in the catalog under which they enrolled. Students who withdraw from Indiana Wesleyan University for more than six months will meet the graduation requirements as stated in the catalog under which they resume enrollment. Students changing majors or programs must meet requirements as stated in the catalog that is current at the time they make such changes. The same holds true for students moving between schools and colleges. Students may at any time change from an earlier catalog to a subsequent current catalog, but must meet all requirements for graduation of that catalog. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

Core Requirements - The integrity of the adult and graduate programs requires that the core courses be met at Indiana Wesleyan University. Due to the nature of the programs, students can only be enrolled in one program at a time. Students are required to complete the first course of the core program with a passing grade in order to maintain enrollment with their original cohort. In general, no waivers are allowed for courses taken at other colleges/universities.

Final class dates as established by the calendar will be the final date for completion of the core curriculum. No compressing or doubling of core work is permitted to accommodate earlier completion or graduation schedules. RNBSN students may not overlap more than two Post-licensure (RNBSN) core courses at the same time without administrative approval by the Chair, Post-licensure (RNBSN) Program and only then in the case of extenuating circumstances such as military deployment.

Academic Advising

The purpose of academic advising is to acquaint the student with all available options for degree completion and ensure that the student successfully fulfills all requirements prior to the student's assigned graduation date.

An academic advisor is assigned to each individual student and advises that student throughout the duration of his or her academic program. Advisors are available to meet one-on-one with students at a regional location, and through phone, e-mail, etc.

It is important that students maintain contact with their academic advisor in order to ensure timely progression toward degree completion as well as appropriate scheduling for maximum financial aid benefit.

Academic Standing - Post-licensure (RNBSN)

Placement on Probation - Students enrolled in a Post-licensure program will be placed on probation if their **core** GPA or their **cumulative** GPA at any time falls below 2.75.

Students are given two consecutive courses to satisfactorily raise their GPA. The GPA is reviewed after the second course, and if it has been successfully raised, the probationary status is removed. Academic suspension will result if the student's GPA is not successfully raised.

Academic Suspension - Academic suspension will result if:

- A student fails to clear the academic probationary status within the probationary period of two consecutive courses.
- A student has taken a course twice and failed to achieve a satisfactory grade. When this occurs, the student is ineligible to reapply for admission into the program in which the course was repeated.

In all cases, the suspension will occur once the grades have been recorded in the Registrar's Office. Students will be notified of the academic suspension in writing. Application for readmission may be made after six months. The application must be made in writing to the Dean of the School of Nursing.

Academic Dismissal - Upon a second academic suspension in the same program, a student is not eligible to reapply to Indiana Wesleyan University.

Admission and Registration - Post-licensure (RNBSN)

Indiana Wesleyan University welcomes applications for admission from any academically qualified person whose motivation is in keeping with the university's purposes. Admission is based on the careful review of all credentials presented by an applicant, but in no case is admission denied due to race, color, national origin, disability, religion, or sex. Students are admitted in one of the following categories:

- **Regular** - Students who satisfactorily meet all requirements will be granted standard admission with no restrictions.
- **Probation** - Students whose entering grade point average (GPA) falls below the minimum required by the program may be accepted on probation. Probationary status will be removed after the student has completed the first three courses of the core with a satisfactory GPA (2.75). In case of extended probation, the number of courses to be completed in order to change status will be determined by the Dean of the School of Nursing. Any student failing to remove the probationary status will be academically suspended from the program.
- **Provisional** - Students whose files are incomplete may be accepted provisionally at the discretion of the Associate Vice President for Student Services if it appears from the available documentation that eligibility for the program has been met. The student is given until the end of the first course to submit the required materials. Failure to meet the required deadline will result in the student being dropped from the roster and not being allowed to continue.
- **Unclassified** - Students not pursuing a university degree who want to take certain courses for special reasons may be accepted for a maximum of 18 hours. Students receiving an unclassified status must reapply for regular admission if they desire later to pursue a degree program. Unclassified students are not eligible for financial aid.

International/Non-English Speaking Students - Students who do not speak English as their first and primary language must submit satisfactory scores from one of the following prior to admission to the university:

- **Test of English as a Foreign Language (TOEFL)**. For undergraduate students, a score of at least 550 (paper-based), 213 (computer-based), or 79 (Internet-based) is required for regular academic admission.
- **International English Language Testing System (IELTS)**. For undergraduate students a score of at least 6.0 is required for regular academic admission.

Student visas (I-20's) are not issued for students wanting to enter the United States to enroll in programs offered for non-residential students.

Registration - Registration occurs at the beginning of the student's core program. At this point, students are registered for all courses within the major. Therefore, if a student needs to miss an individual course, official withdrawal must be made through the Office of Student Services. Staff will work with the student to make arrangements to retake this class with another core group at a time that will minimize the impact on the student's financial aid. Students need to be aware that temporary withdrawals could impact their eligibility to receive financial aid based on the standards outlined in IWU's Satisfactory Academic Progress.

Students in programs that require additional credits outside the major are responsible to meet with their advisor to facilitate registration in these courses.

A student who has failed to make arrangements for the payment of tuition for a course will have registration in that course cancelled.

Attendance Policy - Post-licensure (RNBSN)

Because of the delivery method of adult and graduate programs, attendance is required and monitored. Students are expected to be present for onsite class sessions and participate in online activity. Absences are allowed as follows:

- Under emergency circumstances, a student may be allowed one absence in courses that are five class sessions or fewer in length. Students need to contact the faculty member regarding make up work.
- Under emergency circumstances, a student may be allowed two absences in courses that are six or more class sessions in length. Students need to contact the faculty member regarding make up work.

If a student exceeds the allowed absences and does not contact the Office of Student Services to officially withdraw before the last class session, the instructor is directed to issue the grade of "F." Students who never attend a class and do not withdraw will be administratively withdrawn from the course and from all subsequent courses. Students must then go through the normal readmittance process.

Students who must miss a course due to unavoidable circumstances must arrange for a withdrawal with the Office of Student Services prior to the beginning of the course. Students needing to withdraw while in a course may do so by arrangement with the Office of Student Services prior to the end of the course, but the regular refund and academic withdrawal policies apply. Students will be charged a \$100 withdrawal fee.

Faculty members reserve the right to factor lateness, early departures, and class attendance into a student's grade, as long as it is addressed in the syllabus.

Onsite Attendance Policy – The nature of the adult and graduate programs requires students to attend all class sessions. Class attendance records are maintained by the faculty member and submitted to the Office of Student Services.

- **Class Attendance Policy** – Students are expected to be present when class begins, and remain the entire workshop. To be counted present, a student must attend a total of three hours or more of a class that is four hours in length or six hours or more of classes that are eight hours in length.
- **Project Team Policy** – Students are expected to participate in their project team activities.

Online Attendance Policy: Attendance is determined by activity during a workshop, either through discussions or submission of assignments. A student is reported absent for a workshop if there is not at least one submission (or posting) of an assignment or in a discussion forum assigned during that workshop.

Audit of Courses

A student who has been accepted into an Indiana Wesleyan University degree program or as an unclassified student may choose to audit specified courses within a core program or electives as follows:

- Audit registration is allowed on a space available basis.
- The current audit fee (\$25 per credit hour) must accompany the registration.
- Auditing a course gives one the right to attend the course. No credit or letter grade is given. The course will be indicated as an "AU" on the student's IWU transcript.
- The student auditing the course is not expected to participate in classroom or study group assignments, or to complete homework, quizzes, or tests.
- The faculty member is under no obligation to grade any work an auditing student chooses to submit or to give feedback on progress.

- The materials required for the course are optional for auditing students. If one wishes to purchase materials, the fees must accompany the registration.
- The student must meet course pre-requisites or be approved by the appropriate administrator of the specific college/school.
- No change may be made from audit to credit, or credit to audit, after registration closes.

Computer Requirements - Post-licensure (RNBSN)

Students are expected to possess a computer throughout the duration of their program. Student computers must be able to run a supported browser for Blackboard and handle additional plug-ins as identified by the Learning Management System (LMS) Company. Students should be able to produce, send, and receive documents that are compatible within the two most recent offerings of Microsoft Office to complete most of their assignments. IWU will offer support to students on only these two offerings of Microsoft Office software. Computer and Internet connection may need to be fast enough in some courses to watch streaming videos, participate in live meetings, upload large files, install software, and listen to audio lectures.

Former Student Re-Enrollment

Students who have previously withdrawn from a program and have not attended classes for six months or more must complete an application for readmission from the Office of Student Services. Receipt of the application will initiate a review of the student's academic file to determine remaining requirements. A student who was academically suspended from an adult and graduate program may make application for readmission after six months. All students returning after six months or more will meet the graduation requirements as stated in the catalog under which they resume enrollment.

Former Indiana Wesleyan University students from the traditional programs who wish to apply to a program must go through the regular adult program admission procedure. Students who were academically suspended from the traditional campus and wish to apply to an adult program must meet the following criteria:

- All other program admission criteria met.
- At least two years have passed since the suspension OR the student has successfully completed 12 hours elsewhere.
- There are no other holds on the student's record.

General Education Requirements and Student Learning Outcomes

General Education Requirements - In addition to the regular core curriculum (major), a 30-credit general education core is required of all undergraduate students enrolled in an adult program. This 30-credit general education core includes:

- Three semester credits in Biblical Literature.
- Three semester credits in Philosophy/Religion/Biblical Literature.
- Nine semester credits in English/Composition/Speech/Literature.
- Six semester credits in Social Sciences.
- Three semester credits in Math.
- Three semester credits in Science.
- Three semester credits in Fine Arts/Foreign Language.

Bachelor core courses that fall into general education categories may not be used to fulfill both the core requirement and the general education requirement.

General Education Learning Outcomes -

- Christian knowledge and integration: Students can utilize a Christ-centered, biblical worldview to inform their vision for and mission in life.
- Global Awareness: Students can relate the diversity and universality in global history, culture, and society to God's divine design.
- Critical Thinking: Students can think creatively and effectively as part of making informed solutions.
- Quantitative skills: Students can apply theoretical frameworks to real world applications.

- **Communication:** Students can convey ideas and facts in ways that demonstrate their development as leaders and world changers.
- **Information Literacy:** Students can apply proficiencies needed by citizens of an information abundant society.

Grading and Evaluation

A letter grade is used in evaluating the work for a course. For the purpose of determining scholastic standing and awarding honors, grade points are granted according to the letter grades and semester hours of credit. The grade point average (GPA) is the number of quality points earned at IWU divided by the number of credit hours attempted at IWU.

Grade	Quality Points (per credit)	Definition
A	4.0	Superior
A-	3.7	
B+	3.3	
B	3.0	
B-	2.7	Above Average
C+	2.3	
C	2.0	
C-	1.7	
D+	1.3	Average
D	1.0	
F	.0	Failure (Also given for unofficial withdrawals)

The following grades are not figured into the GPA:

W	Passing work at time of official withdrawal
I	Incomplete
CR	Credit
NC	No Credit
AU	Audit

Repeated Courses - A student may repeat once any course in which a grade below “C” (“C-,” “D+,” “D,” or “F”) was previously earned. Some specific graduate level courses are identified as repeatable and can be repeated if a student earns a grade higher than “C” but below the level required for that specific course. The course may be repeated once.

Whenever a course is repeated, the last grade and credits earned replace the previous grade in computing the student’s grade point average (GPA). All entries, however, remain a part of the student’s permanent academic record. Duplicate credit hours are not given for two or more passing efforts. A course taken in a classroom format may not be repeated for a grade through independent learning.

Since a course may be repeated once, failure to achieve a satisfactory grade in a course after two attempts will result in academic suspension and ineligibility to complete the major in which the course was repeated.

Incomplete Grades - Students are expected to complete the course requirements by the last class session. There may be instances when crisis circumstances or events prevent the student from completing the course requirements in a timely manner. However, the issuance of an incomplete cannot be given if the student fails to meet the attendance requirements. In these rare situations, a grade of “I” (incomplete) may be issued but only after completing the following process:

- The student must request an “I” from the instructor.
- The instructor must obtain approval from the appropriate Regional Dean/Program Director/Program Chair/Division Chair.

Because “incompletes” are granted only for extenuating circumstances, the student’s grade will not be penalized.

A student who receives an “incomplete” has 10 weeks from the final meeting date of the course to complete course requirements and turn them in to the instructor. If, at the end of the 10-week extension, the student has failed to complete the course requirements in order to receive a passing grade, the “incomplete” will become an “F.” A student with more than one incomplete on record is subject to academic suspension.

Grade Reports - At the end of each course, the instructor submits grades for each student. Grade reports are available online to the student and indicate courses taken, credits received, and grades assigned.

Transcripts - The student’s official transcript is prepared by the Indiana Wesleyan University Registrar's Office and will show the course, grade, credit, and dates of instruction for each course. Requests for transcripts of coursework at Indiana Wesleyan University must conform with the Privacy Act of 1974, which requires that all transcript requests be submitted in writing and signed by the student, for protection of the student's confidentiality. A transcript is official only when it bears the university seal.

It is university policy not to release a transcript if the student owes anything to the university or if he or she is delinquent on any loan received through Indiana Wesleyan University. A \$3 fee is charged for each transcript and must be enclosed, along with a complete address to which the transcript is to be mailed. Please provide a current address if request is to be sent to student's home. Students requesting a transcript should write to the Indiana Wesleyan University Registrar's Office, 4201 South Washington Street, Marion, IN 46953. For more information, call 1-765-677-2966 or <http://www.indwes.edu/Academics/Registrar/Transcript>

Graduation

Graduation Ceremonies - IWU graduation ceremonies are held three times a year. Degrees are conferred and posted to the student's transcript on these three dates only.

Eligible students are notified by the Office of Student Services of procedures and requirements concerning graduation.

Each student must complete an “Application for Graduation” provided by the Office of Student Services. This application indicates the student’s intent to graduate and initiates the final evaluation of the student’s academic record.

Students are also asked to inform the university as to whether they will be attending the ceremony. This allows the university to determine the number of tickets available for students who are attending. If a student cannot attend graduation due to unforeseen circumstances, the degree is still conferred; however, attendance at a future graduation is not an option.

Graduation Requirements - All requirements must be met and transcribed by the date established by the Office of Student Services (eight days prior to the commencement ceremony). Students taking internal or external coursework need to make sure that transcripts, grades, and scores can be received and transcribed by the deadline date.

Students may receive one degree only per commencement. Students meeting requirements for more than one degree must apply for and participate in two different ceremonies. Any university-approved dual degree program is an exception to this policy.

Students who have received a degree from IWU and have returned to meet requirements for an additional major at the same degree level will have the second major posted to their existing degree. The second major can only be posted at one of the three conferral dates, and students receiving the second major are not eligible to participate in another graduation ceremony.

Academic Honors (Baccalaureate Candidates) - Graduation Honors is a recognition given to baccalaureate students at commencement to acknowledge outstanding grade point averages earned. Eligibility for Honors is determined as follows:

- A minimum of 80 graded hours from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education. (NOTE: credit from ITT, International Business College, RETS College School of Nursing, hospital schools of nursing, foreign institutions, CLEP/DANTES, military, and assessed learning does not count toward this requirement.)
- A minimum of 40 graded hours must be from Indiana Wesleyan University.
- For transfer students, all graded hours transferred and transcribed are counted.
- For students with transfer work, the Indiana Wesleyan University GPA will appear on the transcript and in the shaded portion of the Grade Report Mailer; the Honors GPA, which will include grades from transferred courses, will appear below the shaded portion on the Grade Report Mailer.

Baccalaureate degree candidates will be awarded Honors as follows:

- GPA of 3.5 or higher - “cum laude” (with honors).
- GPA of 3.7 or higher - “magna cum laude” (with high honors).
- GPA of 3.9 or higher - “summa cum laude” (with highest honors).

Diplomas - Diplomas are mailed after the conferment of degrees. Diplomas indicate degree earned, date of degree, major, specialization, and honors. A student’s financial account must be settled to receive a diploma.

Leave of Absence Policy

Indiana Wesleyan University understands there are life events that may require a student to modify class enrollment and schedules. The leave of absence policy is designed to allow students flexibility in their program enrollment to adjust to these life events. The leave of absence policy also extends to students the ability to make up any courses missed during the approved leave.

A student on an approved leave of absence will be considered enrolled at IWU and eligible for an in-school deferment for student aid loans. Federal financial aid and in-school deferment may be negatively impacted if a student fails to apply for the leave of absence or if the application is denied. **This impacts students who receive Title IV federal financial aid (Federal Pell Grants, Federal Supplemental Grants, Federal Stafford Subsidized or Unsubsidized Loans, Federal Parent Loans) or who want to have a federal student loan deferred from payment while in school.**

Students who will be out of attendance for a period of 29 days or more should request a leave of absence. Students out of class for less than 29 days are not eligible for a leave of absence, and a recalculation on current financial aid will be done. Students who are not on federal financial aid programs or who do not have a federal loan in deferment are not required to request a leave of absence.

Students needing to make a change in their schedule need to contact the Office of Student Services to process the registration change. At that time, the leave of absence request form will be mailed to the student. The Leave of Absence Application can be downloaded, or can be requested by calling the Office of Student Services at 765-677-1207. Students must request the leave within 21 days of initiating the registration change. The request for a leave of absence should be made prior to the date the leave is to start. The start date of the leave is the first date of the class or, if the class has already started, the date the registration change is initiated.

An approved leave of absence must meet the following criteria: the request must be received within 21 days of the registration change; the request must be made prior to the start of the leave (first day of class); the reason for the request must be one approved by IWU’s Leave of Absence Committee (military, medical, jury duty, loss of job, family emergency, employment emergency, transfer of coursework, passing pre-requisite requirement, transfer of core groups, changing programs, administrative cancellation of core classes, or other reasons as approved by the Leave of Absence Committee); appropriate documentation must be submitted if the request is submitted after the leave has started; the student must have an expected date of return; and, the leave of absence together with any additional leaves of absence must not exceed a total of 180 days in any 12-month period.

Documentation is required if the request for the leave of absence is made after the beginning date of the leave of absence and needs to address the nature of the reason for the request. Documentation for each circumstance will vary; the student is required to provide whatever paperwork from a third party will attest to the circumstance outlined on the application form. Examples would include physicians’ statements, letters from employers, letters from pastors or counselors, court documents, etc. Documentation is also required if a request is submitted after the 21 day deadline, and needs to address the reason for the delay in the submission of the request.

The leave of absence together with any additional leaves of absence must not exceed a total of 180 days in any 12-month period. Time in excess of 180 days will not be approved. A student may request an extension to a leave providing the request is made before the end of the leave, there are unforeseen circumstances which prevent the return from the leave, and the total number of days of approved leave do not exceed 180 in a 12-month period. A maximum of two leaves of absence are allowed during a 12-month period.

Failure to return from an approved leave of absence nullifies the approved leave and may have an impact on student loan repayment terms as well as the grace period. The first day of the leave will be reported as the beginning of the grace period for loan deferment. Students may return early from an approved leave of absence prior to the leave end date. The leave will be shortened according to the student’s return date.

Students will not receive disbursements of Title IV student loan financial aid funds during the leave. Students are not deferred from making regularly scheduled payments to the Accounting Office for normal fees incurred. Any change in registration can

impact current financial aid regardless of approval or denial of the leave of absence request. Questions about impact on current financial aid should be directed to the Financial Aid Office at 800-621-8667 ext. 2516. Students on an approved leave of absence will be reported as such and will be eligible for in-school deferment of previous loans. Students whose request for a leave of absence is denied will be reported as withdrawn and the grace period for loan repayment will go into effect.

Project Teams

Global competition and accelerating change have challenged traditional notions of the corporate pyramid. Organizations seeking to improve quality and agility have replaced entire levels of management with self-managing work teams. For this reason, the skills needed for teamwork are at a premium in the workplace.

A team is essentially a small number of people with complementary skills, who are committed to a common purpose, a set of performance goals, and an approach to solving problems for which they hold themselves mutually accountable. But a team is more than just a collection of individuals. A true team develops an almost organic quality. The synergy produced through interaction involving a common goal should exceed what a group of individuals might achieve working independently. Thus, there is a significant difference between the product of a well-functioning team and the product of a work group where a piece of the problem is assigned to each individual.

Indiana Wesleyan University utilizes project teams and team projects in the curriculum because team process can enhance learning, especially in adult professionals. Students working in project teams are able to take on larger projects than they would be able to individually. This enables the university to present courses in a compressed format. Not only is learning enhanced through this method, but students also have the opportunity to develop teamwork skills. We believe project teams are a vital component to the education our students receive.

Project teams are typically comprised of self-selected teams of three to five individuals who meet as needed for class assignment preparation, team projects, and team presentations.

Individuals who work effectively in teams are characterized by the following abilities:

- Able to take responsibility for the success of the entire team and not just their own success.
- Able to hold both themselves and the team accountable for mutually agreed-upon goals.
- Able to negotiate goals and ideas in a team setting.
- Skilled at listening.
- Skilled at building on the ideas of others in a creative fashion.
- Able to give constructive feedback and express emotions to others without damaging relationships.
- Able to trust others and foster trusted relationships.
- Value team process.
- Understand the dynamics of team process and team product in pursuit of collective goals.

Transfer of Credit Policy - Post-licensure (RNBSN)

Credit is granted for work with a satisfactory grade ("C" or above) taken at an approved college or university accredited at the same level, provided the courses are applicable to the curriculum the student wishes to pursue at Indiana Wesleyan University. An "approved college or university" generally refers to those institutions that are accredited by a regional accrediting body or the Association for Biblical Higher Education. The following are exceptions to the transfer policy:

1. Credits from International Business College and ITT Technical Institute are transferable only through evaluation of each individual course. Students are responsible to supply course syllabi for this evaluation. A maximum of 62 semester hours (of which no more than 40 may be in Nursing) may be accepted through this process from these two institutions. (Credit earned in this way is not counted toward the honors GPA.)
2. Indiana Wesleyan University accepts official transcripts from the American Council on Education (ACE) located in Washington, D.C. ACE evaluates and provides credit recommendations for educational offerings for a significant number of corporate universities and other extracurricular learning providers.
3. Courses from nonaccredited colleges and universities, and from schools/colleges/universities not accredited at the same level, such as proprietary business schools, vocational/technical schools, or other single purpose institutions may be presented through the evaluation of assessed learning process. A maximum of 40 hours may be accepted through assessed learning and/or ACE credit.

4. The following pertain to applicants to the Post-licensure Nursing program:

- Applicants with a diploma from a State Board of Nursing accredited hospital school of nursing may be eligible to apply for credit through the diploma evaluation process. A maximum of 40 semester hours may be awarded through this process.
- Applicants who have earned an A.S. in Nursing or equivalent degree at a proprietary school which holds a national accreditation are eligible to apply per the Indiana Wesleyan admission policy. Supporting science courses and core nursing courses may transfer up to a maximum of 40 semester hours.

The University Registrar is responsible for approving the transferability of all credits. Credit hours accepted in transfer are recorded, but quality points and grades are omitted and used only for the determination of graduating with honors. All credits are accepted as semester credits. Quarter credits are converted to semester credits using the two-thirds conversion ratio.

Credit through examination (CLEP, DSST, AP, institutional examinations) or assessed learning is not accepted in transfer from another institution's transcript. Credit through examination is awarded through Indiana Wesleyan University with official test scores from an official testing center. Credit from nontraditional learning by life experience is awarded through the IWU's assessed learning process. The Associate Vice President of Student Services is responsible for the assessment of all nontraditional learning, and the University Registrar is responsible for approving the transcription of any credits that result.

Transcripts from foreign institutions - may need to be sent to an outside agency for evaluation and determination of transferable credits, degrees, and GPA. If this outside review is necessary, students are responsible for the initiation of this evaluation and for any fees incurred during the process. Applications for this service are available to the student through the university.

Ways to Earn University Credit toward a Degree

Students have several options for completing general education/elective requirements for a baccalaureate degree.

CLEP/DSST Examinations

Indiana Wesleyan University offers CLEP and DSST tests as an option for students needing to fulfill general education and elective credits for a baccalaureate degree. The CLEP (College Level Examination Program) examinations are offered by The College Board, a nonprofit membership organization that provides tests and other educational services for students, schools, and colleges. CLEP is the most widely accepted credit-by-examination program in the country. The DSST (DANTES Subject Standardized Tests) examinations, originally developed for military personnel, are offered by Prometric.

Students may take both CLEP and DSST examinations at Indiana Wesleyan University at all regional education centers. Upon receipt of the official test scores, Indiana Wesleyan University will award credit based on The American Council on Education recommendations.

Students desiring to take an examination will pay a registration fee to IWU and test fee to the company sponsoring the test. In addition, students who choose to take CLEP or DSST tests are assessed an IWU transcription fee of \$25 per credit hour satisfactorily completed. This applies to all CLEP/DSST credits which are placed on Indiana Wesleyan University records whether taken at Indiana Wesleyan University or accepted in transfer. Credit is not placed on the academic record until payment for the credits and the official transcript are received. Before taking a CLEP/DSST test, students should check with an academic advisor to ensure the test will apply toward degree completion plans.

Credit by Transfer

Students may transfer credit from another university to fulfill general education and elective requirements for applicable degrees. Credit can only be transferred from an institution accredited by a regional accrediting body or by the Association for Biblical Higher Education and for courses in which a grade of "C" or higher was earned. All credits are accepted as semester credits. Quarter credits are converted to semester credits using the two-thirds conversion ratio. Students should check with an academic advisor before planning to fulfill requirements in this way. See "Transfer of Credit Policy" for limitations on transfer work.

Prior Learning Assessment Portfolio

Indiana Wesleyan University assesses students' non-credited learning for academic credit toward an undergraduate degree. Non-credited learning is that which has taken place outside the traditional college classroom. The Council for Adult and Experiential Learning (CAEL), an educational association founded in 1974 to promote the acceptance of the awarding of university credit for experiential learning, has led the way in developing and implementing assessment techniques. Indiana Wesleyan University uses the guidelines developed by CAEL.

The student-prepared Prior Learning Assessment portfolio is the most commonly accepted method used to evaluate non-credited learning. These portfolios are collections of narratives and documentation which articulate a student's academically relevant, non-university learning. Portfolios can vary greatly in form and content, but in their preparation all students assume the responsibility for self-analysis, preparation, and presentation. The preparation itself is a learning experience.

At Indiana Wesleyan University the purpose of the portfolio is twofold:

- The portfolio enables Indiana Wesleyan University to evaluate and assign university credit for a student's university-level learning. No grades are assigned; only credit awarded.
- The portfolio represents a learning plan which helps integrate prior learning experience with the student's educational and professional objectives.

The student is responsible to develop the portfolio independently, following guidelines provided by the Coordinator of Prior Learning Assessment. The PLA Portfolio Instructions include all information necessary to prepare and submit material for evaluation. All assessment of items submitted is performed by faculty assessors whose knowledge and expertise qualify them to evaluate learning gained through experience.

The portfolio will be viewed only by those who have an official reason for doing so: the assessment staff, faculty evaluators, and accrediting association members. Any data from portfolios that may be made public will be generalized and will in no way be attributed to an individual unless the individual student has given a signed authorization. Students are also advised not to include any materials in the portfolio that will violate the legal and moral rights to privacy of other individuals.

In preparing the portfolio, the student must pause and recollect a history of learning and growth in order to develop a meaningful "learning autobiography." The student describes and analyzes learning experiences and then provides documentation that clarifies and validates the learning, e.g., letters, statements, products of work according to the PLA Portfolio Instructions.

The Indiana Wesleyan University Student Honesty policy also applies to the Prior Learning Assessment Portfolio.

Undergraduate students accepted to or enrolled in the General Studies associate degree program or any of the baccalaureate degree completion programs are eligible to complete a Prior Learning Assessment portfolio. Graduate students may not apply for prior learning credits. Credit hours awarded may be counted toward general education or elective requirements as applicable to the undergraduate degree. Baccalaureate students may earn a maximum of 40 hours of credit through the portfolio; General Studies associate degree students may earn a maximum of 18 hours. Undergraduate students may use portfolio credit to accrue toward the 60 hours of credit required for admission to the core curriculum.

The student must in be in good standing at the university, both financially and academically, when a portfolio is submitted. Applicants denied entry into a degree program are not eligible to complete the portfolio process. In addition, students who are suspended from the program may not complete the portfolio process.

Undergraduate Elective Offerings

The undergraduate elective program enables students to complete the credit requirements they may need for graduation. These electives include classes that satisfy general education requirements as well as elective credit. The elective classes are offered in key locations and in an online format and are scheduled to match the credit needs of our students. Most elective classes are "enrollment driven," which means there must be at least six students registered for the class to meet.

A complete listing of undergraduate electives is published twice yearly (normally in November and May). See the Undergraduate Electives listing for additional information or <http://www.indwes.edu/Adult-Graduate/Undergraduate-Electives/>.

Withdrawal/Change in Status - Post-Licensure (RNBSN)

A student who finds it necessary to withdraw from the program or to take a temporary leave of absence is required to contact the Registration Change Counselor in the Office of Student Services to complete this process (registration.change@indwes.edu). Students in an onsite course must request the withdrawal from the Registration Change Counselor before the last class workshop. Students in an online course must request the withdrawal prior to the first day (Day One) of the last workshop. Failure to initiate an official withdrawal will result in a "No Credit" or an "F" grade for the student in those related courses.

A student who is temporarily withdrawing may request an individual leave of absence up to 180 days in a 12 month period. A student cannot request more than two leaves during a 12 month period, and the total number of days on leave may not exceed 180 days within a 12 month period. All leaves must be requested through the Office of Student Services.

If a student officially withdraws after a course has started, a grade of "W" will be assigned. An "F" will be assigned to a student who stops attending but does not officially withdraw. Students who never attend a class and do not withdraw will be administratively withdrawn from the course and from all subsequent courses. Students must then go through the normal readmittance process to return to class.

Students withdrawing from the first course of a core program must withdraw from the entire program and re-enter with another core group.

If, at a later time the student wishes to re-enter the program, a re-entry form must be submitted to the Office of Student Services. Students sitting out of a core program for more than 90 days are subject to a tuition increase upon returning. Students re-entering a core program after six months or more are subject to any changes in curriculum upon returning. Students who take longer than six years to complete the program must petition to continue in the program.

Any change in registration may have an impact on the student's financial aid. Students should always check with the financial aid office before initiating a registration change.

Financial Information - Post-licensure (RNBSN)

Fee Structure - Degree Programs

Students are advised of financial obligations for their degree seeking (core) program during the registration process. A schedule of payments and analysis of fee structures, along with due dates, is outlined. Students are expected to meet these obligations according to the schedule. Any questions regarding payments or problems associated with making those payments should be directed to the Accounting Office.

Students who have applied for financial aid are responsible for all tuition and fees in the event it is determined they are ineligible for financial aid, decline the financial aid, or withdraw from the program prior to completing the academic award period. Students receiving military or corporate assistance who have received prior approval from the university for direct billing are required to pay their share of tuition and fees and submit appropriate assistance documents by the assigned due date. The deferral program in no way relieves the student of the financial obligation to the university and the student retains full responsibility for ensuring that all tuition and fees are paid in full and in a timely manner.

Indiana Wesleyan University reserves the right to suspend students from class attendance for failure to meet financial obligations.

Indiana Wesleyan University reserves the right to change the tuition and fee schedule at any time. Students who remain registered in their initial core group making satisfactory academic progress shall have their tuition and fees guaranteed. A \$50 late fee is charged each time a payment is received after the due date. There will be a fee charged for any check returned due to non-sufficient funds. If collection of tuition, book charges, and/or fees becomes necessary, all costs of collection, court costs, and attorney fees are the responsibility of the student.

Refund Policy - Degree Programs

1. Any student withdrawing after attending only the first class session of the program or orientation will be assessed a \$100 fee. All other tuition will be refunded. Book charges and educational resource fees are nonrefundable.
2. After a student has attended two class sessions of the program, tuition, application fees, and educational resource fees are not refundable.
3. Tuition is refunded according to the following policy for all subsequent courses:
 - Notification of withdrawal prior to the first class session of a course - full tuition refund.
 - Notification of withdrawal prior to the second class session of a course - 90% tuition refund.
 - Withdrawal after second class session or after the seventh day of an online class - no refund.
4. In compliance with federal regulations for the student who has received financial aid, the refund will be returned to the appropriate aid sources.
5. Book fees are not refundable once the student has attended one class session or if the books have been marred in any way prior to that time.
6. Students who are unable to complete a course or who receive an unsatisfactory grade for their specific program will be allowed to repeat that course with another group of students if arrangements are made with the Registration Change Counselor. Tuition and fees will be charged for repeating the course.

7. Decisions regarding refunds are made by the appropriate Accounting Office, and in isolated cases, by the Financial Appeals Committee.
8. Indiana Wesleyan University will comply with any state mandated refund policies that govern refunds for students matriculating within the state in question. For a detailed listing of state-specific refund policies, please visit <http://www.indwes.edu/About/Student-Consumer-Information/State-Specific-Refund-Policies>

Fee Structure - Elective Courses

Students are advised of financial obligations during the registration process. The breakdown of fees and due dates is included in the Electives Schedule. Students are expected to meet these obligations according to the schedule. Any questions regarding payments should be directed to the Elective Accounting Office.

All outstanding balances must be cleared before future registrations will be approved. Indiana Wesleyan University reserves the right to suspend students from class attendance for failure to meet financial obligations. There will be a fee charged for any check returned due to non-sufficient funds, as specified in the Electives Schedule. If collection of tuition, book charges, and/or fees becomes necessary, all costs of collection, court costs, and attorney fees are the responsibility of the student.

Refund Policy - Elective Courses

If a student withdraws before the course begins, all tuition payments may be refunded.

Students who withdraw after the first class session will be assessed 10% of the course tuition and the book fee. All outstanding balances must be cleared before future registrations will be approved.

Students who withdraw after the second class session (or after the seventh day of an online course) will not be eligible for a refund. Withdrawal from an elective course may affect a student's financial aid. Call the Financial Aid Office for information.

Indiana Wesleyan University will comply with any state mandated refund policies that govern refunds for students matriculating within the state in question. For a detailed listing of state-specific refund policies, please visit <http://www.indwes.edu/About/Student-Consumer-Information/State-Specific-Refund-Policies>.

Student Account Appeals

A written appeal may be submitted to the accounting office that assessed the charge. If the disputed charge cannot be reconciled with the accounting office, a written appeal can be submitted to studentaccountappeals@indwes.edu with all supporting documentation.

- All pertinent information will be obtained and compiled by the Appeals Committee.
- The disputed charge will be reviewed by the Appeals Committee.
- If necessary, an appeal may be reviewed by the Program Director.
- Appeals must be submitted within 30 days of the last date of attendance for the course in question.

All appeals will receive a response within 15 days after the written appeal has been received.

Financial Aid - Post-licensure (RNBSN)

Types of Student Financial Aid Available

The following types of student financial aid are available to persons enrolled as degree-seeking students who meet the eligibility criteria for the aid type. Complete fund profiles may be found online at www.indwes.edu/Financial-Aid/Adult-and-Graduate/Types-of-Aid.

Federal Pell Grant – is a federal need-based grant that does not require repayment. The Pell Grant is available only to undergraduate students who have not earned a bachelor's or professional degree and who have not met their maximum lifetime eligibility, which is the equivalent of 6 school years. Recipients must complete the Free Application for Federal Student Aid (FAFSA) and show financial need. Students enrolled in either core or elective courses are eligible for Pell Grant consideration if all other criteria are met. The award amount is based on the Expected Family Contribution found on the Student Aid Report, a student's enrollment status, the cost of attendance, and the number of credit hours a student will complete during the particular Pell award period. The maximum award amount for the 2013-2014 award year is \$5,645.

Federal Supplemental Educational Opportunity Grant (FSEOG) – is a federal grant that does not require repayment and is available to undergraduate students who have not earned a bachelor's or professional degree. Eligibility is determined by answers provided on the FAFSA form with priority to Federal Pell Grant recipients. The maximum award amount for the 2013-2014 award year is \$400. Awards are made to eligible recipients until all funds have been exhausted.

Indiana State Aid – consists of the Frank O'Bannon Award and the 21st Century Scholars Award. For the Frank O'Bannon Award, eligible students must be Indiana residents in an undergraduate program and attending full-time, eligible for federal student financial aid, whose FAFSA was received by the federal processor on or before the March 10th state filing deadline, and who demonstrate financial need as defined by the Indiana Commission for Higher Education, Division of Student Financial Aid. Any required corrections to the student's FAFSA must be received by the federal processor by May 15th. Students may take courses that meet at a site located within Indiana or online. The Frank O'Bannon award is a tuition only grant. Tuition reimbursement that a student receives may affect the amount of the state grant award. Funds are awarded in one payment per term. Please refer to the state website at <http://www.in.gov/ssaci/2345.htm> for eligibility requirements for the 21st Century Scholars Award.

Students first entering college in the 2013-2014 academic year (7/1/13 and after) will be required to meet certain completion requirements to renew state awards in 2014-2015. Students must complete at least 30 credit hours during their first year of college to remain eligible for the maximum award. Students who complete at least 24 credit hours during their first year will remain eligible for state aid but will receive an amount less than a student who completes 30 credit hours. Students who entered college prior to 7/1/13 must be enrolled in 12 credit hours between July 1 and December 31 (fall term) and/or January 1 and June 30 (spring term) to receive an award but are not subject to completion requirements.

Kentucky State Aid – consists of the Kentucky Tuition Grant (KTG) and the College Access Program (CAP) Grant. Students must be Kentucky residents in an undergraduate program and eligible for federal student financial aid. Students whose FAFSA was received by the federal processor on or before the March 15 state filing deadline are given priority consideration for the KTG. Eligible students must be enrolled in 12 credit hours between July 1 and December 31 (fall term) and/or January 1 and June 30 (spring term). Funds are awarded in one payment per term. Students whose FAFSA was received by the federal processor on or before the March 15 state filing deadline and who demonstrate financial need as defined by the Commonwealth of Kentucky are given priority consideration for the CAP grant. Eligible students must be enrolled in 6-12 credit hours between July 1 and December 31 (fall term) and/or January 1 and June 30 (spring term). Funds are awarded in one payment per term. Only courses taken at a site located within Kentucky may count toward the credit hour requirement for each of these grants. Online classes are not considered when determining Kentucky state grant eligibility. Tuition reimbursement that a student receives may affect the amount of the state grant award.

Ohio State Aid – is the Ohio College Opportunity Grant Program (OCOG). This program provides need-based tuition assistance to Ohio students from low to moderate-income families. Students must be Ohio residents in an undergraduate program, eligible for federal student financial aid, and whose FAFSA was received by the federal processor on or before the October 1 state filing deadline. Eligible students must be enrolled in 12 credit hours between July 1 and December 31 (fall term) and/or January 1 and June 30 (spring term). Funds are awarded in one payment per term. Only courses taken at a site located within Ohio may count toward the credit hour requirement. Online classes are not considered when determining Ohio state grant eligibility. The OCOG is a tuition only grant. Tuition reimbursement that a student receives may affect the amount of the state grant award.

William D. Ford Federal Direct Loan – is available to students who file the FAFSA and all other required student financial aid forms and who meet all federal criteria for eligibility. The maximum annual loan amounts for dependent students are \$5500 for freshmen, \$6500 for sophomores and \$7500 for juniors and seniors. The maximum annual loan amounts for independent students are \$9500 for freshmen, \$10,500 for sophomores, \$12,500 for juniors and seniors, and \$20,500 for graduate students. Lifetime maximum borrowing limits are \$57,500 for undergraduate programs and \$138,500 for graduate programs (including undergraduate borrowing). For students who demonstrate financial need, the federal government subsidizes loan interest for a portion of the total annual loan amount while the student is enrolled in school. Interest rates are set on July 1 each year and are fixed rates. For July 1, 2013, through June 30, 2014, the interest rate is 3.86% for subsidized and unsubsidized Direct Loans.

A student's total financial assistance, including loans, may not exceed the calculated cost of attendance for the program. Students with unsubsidized loans may elect to make monthly interest payments to the lender or allow the accumulated interest to accrue until repayment, which begins six months after the student ceases to be enrolled as at least a half-time student. Upon graduation or termination of studies, the student is given a six-month grace period during which no interest or principal payments are due on subsidized loans and during which only interest accrues on the unsubsidized loans. The standard minimum monthly payment is \$50, but the amount varies based on the total amount of the outstanding loans upon which the student is paying and the type of repayment plan the student has chosen.

Undergraduate PLUS Federal Direct Loan – is a federal loan with a fixed 6.41% interest rate available to parents of dependent undergraduate students who have remaining cost of attendance not met by unsubsidized William D. Ford Federal Direct Loans. This is a credit-based federal loan.

Active Duty Military Discount – is a tuition discount to all active duty military personnel, including members of the Reserves and National Guard, and spouses of the aforementioned military personnel. Students must submit an Active Duty Military Discount application, available by calling Student Account Services at 800-621-8667 ext. 2878.

Yellow Ribbon Award – is an award that does not have to be repaid and is available to eligible students who receive Chapter 33 GI Bill benefits. The amount eligible students receive reflects 50% of the tuition expenses that exceed the highest public in-state undergraduate tuition rate. The VA matches that contribution to fully cover the tuition costs.

Loan Repayment Chart:

Interest Rate	5%	6.5%	8%
Amount Borrowed	Monthly Payment Amount		
\$5,500	\$58	\$62	\$67
\$8,500	\$90	\$97	\$103
\$15,000	\$159	\$170	\$182
\$20,000	\$212	\$227	\$243
\$30,000	\$318	\$341	\$364
\$40,000	\$424	\$454	\$485
\$50,000	\$530	\$568	\$607
\$60,000	\$636	\$681	\$728
\$70,000	\$742	\$795	\$850

General Eligibility Requirements

In order to receive federal and/or state student financial aid, students must meet the following criteria:

- Must have completed the Free Application for Federal Student Aid (FAFSA) including signing the certifying statements that the student is not in default on a federal student loan and does not owe a refund on a federal grant and that the student will use federal student financial aid for educational purposes only.
- Must be a U.S. citizen or eligible noncitizen.
- Must have a valid Social Security number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau).
- Must be enrolled as a regular student (cannot be unclassified) in an eligible degree or certificate program.
- Must maintain Satisfactory Academic Progress (SAP) as outlined in IWU's SAP Policy.
- Must show qualification to obtain a college education by having a high school diploma, GED certificate, or a high school education in a homeschool setting approved under state law.
- *Per federal regulations, incarcerated students are not eligible for federal student financial aid. Incarcerated students or students who become incarcerated after receiving federal student financial aid funds should contact the Financial Aid Office.*
- Must maintain enrollment in classes.
 - No longer than 180 days may elapse between classes in any 12 month period, and a leave of absence must be requested through the Office of Student Services. In the case there is an approved break between classes 180 days or less, a leave of absence will be reported to the lender, but no loan repayment will be required. For a break between classes of more than 180 days, the university is required to report non-enrollment information to the lender, and the student will be required to begin repayment of any student loans (see your loan promissory note for further information). If additional circumstances arise that prohibit the student from returning to class as scheduled, the student should contact the Financial Aid Office to discuss options.
 - Any changes in registration, such as withdrawals or cancelled courses, may result in cancellation or reduction of any or all student financial aid. In such cases, the student is responsible for any remaining balance on the student account. A student who requests the credit balance from his or her IWU student account and then makes registration changes may be required to repay funds to the university and/or to the student financial aid programs.

How Eligibility is Determined and Student Financial Aid is Awarded

1. All forms and information submitted online must be received in the Financial Aid Office before eligibility can be determined. In general, award amounts are based on a student's Expected Family Contribution found on the Student Aid Report, a student's enrollment status, the cost of attendance, and other estimated financial assistance.
2. Students must be scheduled for a full academic year, according to the academic year definition for the program in which the student is enrolled, or to degree completion for student financial aid to be awarded. Any changes in planned enrollment may affect the amount and/or disbursement date(s) of aid for which the student may qualify.
3. The Financial Aid Office will email notification to the student email account that financial aid has been awarded and is available for review online via the student portal at <https://myiwu.indwes.edu>. This secure website will indicate the types and amounts of aid for which the student qualifies. The student must submit written documentation to the Financial Aid Office via email, fax, or US mail to decline all or a portion of the awarded aid. Otherwise, all awarded aid will disburse to the student account.

How to Apply for Student Financial Aid

Students who wish to be considered for federal and/or state student financial aid must complete the application process online at www.indwes.edu/Financial-Aid/Adult-and-Graduate/Apply-For-Aid:

- Complete the Free Application for Federal Student Aid, or FAFSA (direct link www.fafsa.gov). You must list IWU's Title IV Code, 001822, in step six of the FAFSA or IWU will not receive your FAFSA information from the federal processor.
- Complete the IWU Financial Aid Request Form. Under the Additional Aid Source(s) section, you must disclose any additional funding you may receive from employer reimbursement, vocational rehabilitation, or private scholarships to help pay for your education.
- Complete the Loan Entrance Counseling Session and William D. Ford Federal Direct Loan Master Promissory Note online at <https://studentloans.gov/mydirectloan/index.action>. You must have an established Federal Student Aid PIN in order to complete these items. It may be necessary to wait three days from the time you first apply for your PIN before trying to sign in to this website. For each item, you must enter "Indiana" in the School State field even if you attend classes in another state or online.
 - Entrance Counseling Session: Select Complete Counseling, and on the next page click on the Start button beneath the Entrance Counseling heading (not to be confused with Financial Awareness Counseling or Exit Counseling). Add IWU as a School to Notify and select the appropriate counseling type for your current degree pursuit (undergraduate or graduate).
 - Master Promissory Note: Click on Complete MPN from the menu and select Subsidized/Unsubsidized from the next page.

Once the above steps have been completed, be certain to:

- Respond to requests for additional information from the Financial Aid Office. You may be asked to complete a verification worksheet and to provide a copy of your federal income tax return transcript (and your spouse's or parents' federal income tax return transcript, as appropriate) as required by federal regulations.
- Provide documentation showing any amount of assistance provided by other agencies (i.e., tuition reimbursement from your employer, vocational rehabilitation benefits, scholarships from local business, etc.).
- Fully complete all forms. Forms filled out incorrectly or submitted to the wrong office or location could delay your student financial aid award.

How and When Student Financial Aid is Disbursed

Federal Pell Grant is disbursed as a credit to the IWU student account in one payment per award period.

Federal SEOG is disbursed as a credit to the IWU student account in one payment per award period.

Federal Direct Loans are originated shortly after classes have begun. The funds are applied as a credit to the IWU student account, typically in two disbursements per academic year. For new undergraduate students, or students entering a new undergraduate program, the first disbursement funds will be placed on the IWU student account 30 days after the start of the first course. Disbursements for subsequent award periods typically occur 14-21 days after the start of the new award period and successful completion of the prior award period has been confirmed.

Indiana State Aid is disbursed as a credit to the IWU student account in one payment per term. Indiana state grants can only be applied toward tuition costs.

Kentucky State Aid is disbursed as a credit to the IWU student account in one payment per term.

Ohio State Aid is disbursed as a credit to the IWU student account in one payment per term. Ohio state grants can only be applied toward tuition costs.

All other types of aid are awarded and disbursement dates set as the necessary paperwork is received.

All financial aid forms and information submitted online must be received at least three weeks before a planned class start.

Applying for student financial aid does not remove responsibility for payment. If the funding is not received, the student must pay all outstanding balances immediately.

Satisfactory Academic Progress (SAP)

Students are expected to maintain Satisfactory Academic Progress toward the completion of their course of study. This includes:

- Enrolling in and attending class as well as completing assignments and projects.
- Earning at least the minimum GPA required to maintain good academic standing in the student's primary degree or certificate program. Students on academic probation will be allowed to receive student financial aid on SAP Warning. Such students must improve their academic measurements to meet the required standards by the designated time frame or eligibility will be terminated.
- Earning passing grades in a minimum of 67% of all credit hours attempted.
- Completing the program within 150% of the credit hours normally required to complete the course of study (i.e. if the program requires 124 credit hours to complete, then the student may attempt no more than 186 credit hours) or by the designated time frame.

Academic progress is reviewed after the end of each payment period. Students who fail to make satisfactory academic progress will be placed onto SAP Warning or Suspension, as appropriate, per the policy requirements. Students with mitigating circumstances (which may include, but is not limited to, death in the family or grave illness of the student or close family member) may appeal termination of federal student financial aid eligibility due to failure to make academic progress by submitting a SAP Appeal Form, written explanation, and adding supporting documentation to the SAP Appeals Committee through the Financial Aid Office. The entire SAP Policy is available for review online at www.indwes.edu/Financial-Aid/Adult-and-Graduate/Resources/.

Withdrawals and Refunds

If a student finds it necessary to withdraw from the program, withdraw from a course or courses without an approved leave of absence, or to take leaves of absence that exceed 180 days in a twelve month period, a federal student financial aid Return of Funds calculation will be performed. This calculation determines how much federal student aid has been earned and is based on the number of days attended during the payment period when the student withdraws. The amount of federal student financial aid funds to be returned by IWU to the funding source is based on the amount of those funds that the Return of Funds calculation determined were not earned by the student. The following is an example of the Return of Funds calculation:

- The student begins class on June 28 and the payment period runs until January 17.
- The student withdraws from the program on October 4.
- The payment period has 152 calendar days in it (not including break periods) and the student completed 86 days which is 56.6% of the payment period.
- The amount of the refund will be 43.4% of the federal student financial aid funds received.

The Financial Aid Office will determine the amount of the refund that is owed by IWU and the amount, if any, that is owed by the student. A letter will be sent to the student indicating the results of the Return of Funds calculation and the amount of the refund, if any. The student will earn 100% of the federal student financial aid funds received for the payment period if the Return of Funds calculation shows the student completed 60% or more of the payment period.

Funds will be returned to the federal student financial aid programs in the following order: Unsubsidized Federal Direct Loan, subsidized Federal Direct Loan, Federal Perkins Loan, Federal Direct PLUS Loans, Federal Pell Grant, Federal SEOG, Federal TEACH Grant and other Title IV grants. The student will have 45 days to contact the Financial Aid Office to make

arrangements to repay any federal grants that are owed by the student. Failure to make arrangements or to pay back the federal grants will mean the student is no longer eligible to receive federal student financial aid at any institution until full repayment.

Student's Rights and Responsibilities

A student has the right to know:

- What financial assistance is available, including information on all federal and state programs.
- The deadlines for submitting application for each of the student financial aid programs available.
- The cost of attending the school's programs and the school's refund policy.
- The criteria used by the institution to select financial aid recipients.
- How the school determines your financial need. This process includes how costs for tuition and fees, books, and living expenses are considered in your budget.
- What resources (such as employer reimbursement, other financial aid, etc.) are considered in the calculation of your need.
- How much of your financial need, as determined by the institution, has been met.
- An explanation of the various programs in your student financial aid package. If you believe you have been treated unfairly, you may request reconsideration of the award that was made to you.
- What portion of the student financial aid you received must be repaid, and what portion is grant aid. If the aid is a loan, you have the right to know the loan interest rate, the total amount that must be repaid, the payback procedures, the length of time you have to repay the loan, and when the repayment is to begin.

A student's responsibilities:

- Review and consider all information about the school's program before you enroll.
- Complete all application forms accurately and submit them in a timely manner to the correct address.
- Pay special attention to, and accurately complete, your application for student financial aid. Errors can result in delay of receipt of your student financial aid funds. Intentional misreporting of information on application forms for federal student financial aid is a violation of law and is considered a criminal offense subject to penalties under the U.S. Criminal Code.
- Return all additional information, verification, corrections, and/or new information requested by either the Financial Aid Office or the FAFSA central processor.
- Accept responsibility for all agreements you sign.
- If you have a loan, notify the lender of changes in your name, address, or school status.
- Know and comply with the deadline for application or reapplication for aid.
- Know and comply with the school's leave of absence or withdrawal policy/procedures.
- Repay student loans in agreement with the loan promissory note.

Further Information

The Financial Aid staff is here to assist in any way possible. If you have questions about any information pertaining to student financial aid, please contact: Financial Aid Office, Indiana Wesleyan University, 1900 W. 50th Street, Marion, IN 46953-9393. Voice 800-621-8667 ext. 2516, 765-677-2516, Fax 765-677-2030, Email apsfinaid@indwes.edu.

General Information - Post-licensure (RNBSN)

Books and Materials

Indiana Wesleyan University's programming for non-residential students has been, in part, designed to serve the needs of busy, working, adult students. With this in mind, our normal processes within the majority of our programs include IWU procuring all of the required textbook and resource materials for our students and shipping them directly to the address most convenient for the student. This is a service we are happy to provide, and is one that we believe allows our students to focus more of their valuable time on their coursework and learning.

We do, however, understand the desire for individual students to seek to maximize their educational dollars in various ways. This need prompts IWU to allow students the opportunity to choose their own personal textbook and materials procurement

option. This choice will allow a student to opt out of Indiana Wesleyan University's standard textbook and materials procurement and distribution processes and secure their required materials in whatever manner they so decide. More information about this option can be obtained by contacting IWU's Textbook Distribution Department at textbook.distribution@indwes.edu or 1-800-621-8667 extension 2854.

For students choosing to participate in IWU's normal material procurement and distribution methods, books and other course materials will be provided and will be delivered on or prior to the first class session. "Sharing of materials" is not an option and all books/materials must be purchased directly from IWU by each student. Students receive payment schedules during the registration process which indicate the total amount charged for books and materials. The university does have an arrangement with a vendor who conducts "book buybacks" several times a year for all IWU students. Students desiring more information may contact the traditional campus bookstore at 866-468-6498 ext. 2210.

Please note: Textbook and material changes are inevitable. Should it become necessary for a student to withdraw from a course, all books and materials should be returned immediately, if eligible, to avoid additional charges if/when the course is taken at a later date. If materials are not returned, and course materials change in the time between withdrawal and re-entry, the student will be charged for new materials. Materials are eligible for return credit within 60 days from the date of withdrawal provided the student has not attended any of the class sessions, or posted any assignments for online classes, and the materials have not been used or damaged (writing, highlighting, physical damage, CD's & access codes intact in original sealed packaging, etc.) in any way.

Chaplaincy Program

Spiritcare, the Chaplaincy Program, is a ministry that seeks to care for the spiritual needs of adult students by introducing them to the person, teachings, and community of Jesus Christ. This is done primarily through classroom visits, outside contacts, multi-media presentations, and structured devotionals. The goal is to provide supportive opportunities for the growth of the complete person. On-site and online students have direct contact with a caring pastor. *Spiritcare* desires to change the world by changing the heart. Chaplains can provide the following:

- Confidential and caring support for student and family members as requested.
- Spiritual guidance and prayer support.
- Intervention and support during life crises.
- Referrals to counseling and support groups for special needs.
- An opportunity to be referred to a local pastor and a local congregation for students seeking to grow in their faith.

Students may obtain additional information about the *Spiritcare* Chaplaincy Program through the student portal at <http://myiwu.indwes.edu/Chaplaincy/> or by contacting the Office of Student Services at 800-621-8667 ext. 2359.

Expectations for Personal and Professional Conduct

Indiana Wesleyan University is a Christian university of higher education that upholds high standards of personal and professional conduct. Such standards include a classroom environment that promotes a positive learning environment and a professional instructional climate.

Students are expected to conduct themselves in a professional manner with respect for the rights of both students and faculty. The university or its representatives reserve the right to act in situations where student behavior violates established policy or detracts from the ability of students or faculty to function effectively in the classroom. Such action may include disciplinary procedures issued by the faculty or suspension from the program. (NOTE: All discussion room and live chat postings for online courses are recorded and can be reviewed at the discretion of the university.)

Only regularly enrolled students may attend class unless granted permission by an administrator and arrangements are made with the instructor.

Inclement Weather Procedures

The university is reluctant to postpone or cancel classes because the schedule is already very compressed and it is difficult to schedule make-up classes. In order to make the most informed decisions possible, the university gathers information from the National Weather Service, State Police agencies, and site managers and personnel (when appropriate). Unfortunately, the university cannot make the decision based on an individual student's geographical situation and the driving distance to and from class. Students should be aware, however, that they are expected to use discretion and not to take unreasonable risks. If students choose not to attend class, they must notify their instructor and make appropriate arrangements for make-up work. Decisions to postpone or cancel classes will be announced by the university. Regional locations will be judged by the Regional Deans. In the

event it becomes necessary for a Regional Dean to recommend to the Vice-President/Dean a weather related or emergency closing or postponement for an onsite cohort, the appropriate Program Director will work with affected faculty and students to make up the missed class session through an online alternative class session by observing the following guidelines:

Instructors will contact students on the date class is cancelled with written requirements for making up the cancelled class session through an online alternative.

In the event an onsite class session is cancelled that is deemed significant to the cohort (e.g., program orientation, the first class session of a program, the last class session of a program, etc.), the Regional Dean will petition the appropriate academic leaders to arrange a new date to make up the cancelled class session prior to the next scheduled class session.

To satisfy attendance requirements and earn participation points (if applicable), all assignments associated with the cancelled class session must be submitted prior to the start of the next scheduled class session.

Postponement decisions for evening classes will be made by approximately 3:00 p.m. on the day of class. Decisions about Saturday classes will be made the evening before, when possible, but may be made during the early morning hours on the Saturday of class if necessary. Postponement decisions will be announced through a variety of methods. In most cases the core group has a designated class representative who will be notified by the university. The representative should then activate the telephone calling tree to disseminate the information to the class. In cases where there is no class representative or calling tree, someone from IWU and/or the instructor will call the students. No notification will be made unless classes are postponed or cancelled. Information about postponements and/or cancellations will be announced on the university's Web site at <http://www.indwes.edu/classinfo>. Announcements will also be posted on the student portal at <http://myIWU.indwes.edu> and on the class information phone line at 1-800-621-8667 ext. 2022.

Library Services

Off Campus Library Services (OCLS) provides both mediated and direct access to resources and services designed specifically for the adult student. The Jackson Library in Marion has well over 272,000+ titles, including over 100,000 ebooks, more than 11,000+ audiovisual titles, and 1000+ print/e-print journal subscriptions, and provides access to thousands of online journals via searchable databases. Small library collections, designed to directly support the on-site degrees, are available at the Kentucky campuses at Louisville and Lexington; Ohio campuses at Cincinnati, Cleveland, Columbus, and Dayton; as well as the Indiana campuses at Fort Wayne, Greenwood, Indianapolis (two locations), and Merrillville. A small number of reference books are part of these smaller collections.

Each campus gives students full access to the library catalog and subscription-based periodical indexes available through the OCLS home web page, <http://www.indwes.edu/ocls>. Access is available for all students and faculty by using their 14-digit library access number. Students near the Cincinnati, Cleveland, Columbus, Indianapolis, Louisville, Marion, and Merrillville campuses can get personalized assistance from OCLS librarians. Any distance student (online or onsite) can contact OCLS via e-mail, Web page form, or 800 telephone for help with research, document delivery and explanation of services provided.

The library is part of a consortium, Academic Libraries of Indiana, which includes access to most library collections of Indiana higher education institutions. Students attending classes in Kentucky or Ohio may contact their regional OCLS librarian for information about other resources available in their area.

Low Enrollment in Onsite Cohorts

Should the total number of students enrolled in a cohort fall below six students for any reason, the University will seek alternative options for the remaining students to complete their degree. To ensure high academic quality, the possibility of combining cohorts or offering the option of completing the program online will be investigated.

In general, students will be given an opportunity to recruit students to join the cohort. If a cohort is nearing completion, this fact will be taken into consideration before any decision is made.

Services for Disabled Students

The process for serving a student with an impairment or disability enrolled in an adult and graduate program is as follows:

- Students who require special accommodation will be referred to the College's appointed coordinator of special needs requests. The student will be required to supply a physician's or other specialist's verification of his or her special need and a recommendation concerning the nature of special assistance required.
- Once this documentation is in hand, the Office of Student Services will consult with the university's designated disability officer (DDO) to ensure that the documentation is complete and in order. The disability officer will determine whether the

university can reasonably accommodate the student's need. The Office of Student Services, in coordination with the DDO, will then recommend a plan of accommodation to the student.

- The Office of Student Services will ensure that all relevant faculty, site, and student services departments are notified of the plan of accommodation, and that the plan is successfully implemented.

Students who believe that they have experienced discrimination on the basis of a disability can seek resolution by following the steps as outlined in the Student Grievance and Appeal Policy (Non-academic).

Student Address/Email Information

Students should notify the Office of Student Services of any change of address, telephone number, or name so that proper records can be maintained. Name change requests require submission of appropriate documentation.

IWU Student Email Accounts - Upon acceptance, students are given an IWU student e-mail account. This is the only account used by IWU for communication with the student. It is extremely important that the student checks this account on a regular basis as important academic and financial information as well as university announcements will be shared in this way.

Post-licensure Nursing Programs

The School of Nursing offers a Post-licensure RNBSN Program leading to a Bachelor of Science in Nursing (B.S.N.). The undergraduate program prepares men and women for professional nursing practice and provides a foundation for advanced study in nursing.

The School of Nursing Post-licensure RNBSN Program is accredited by The Higher Learning Commission (<http://www.ncahigherlearningcommission.org/>) and Indiana Wesleyan University is a member of the North Central Association of Colleges and Schools. The program is also accredited by the Commission on Collegiate Nursing Education (CCNE) (202-887-6791). Memberships include the American Association of Colleges of Nursing and the Council for Christian Colleges and Universities.

Throughout the Post-licensure RNBSN Program, the nurse is a purposeful, self-directed individual who assumes responsibility and accountability to God, society, self, and clients who, made in the image of God, have intrinsic worth and value. Modeling the example of Jesus Christ, nurses are to protect and promote health, especially for people lacking access to health care, through the just allocation of health resources and services throughout the world.

The Post-licensure RNBSN Program is planned within the philosophy and conceptual framework of the baccalaureate program. (Adult learners want to take charge of their own learning and can be mutually responsible for the education process in partnership with faculty.) Small project teams and other strategies appropriate for adult education contribute to mastery of learning outcomes.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

The same courses offered in the classroom setting are also offered via the Internet. Details are available at Online-Delivery.

At the completion of the baccalaureate nursing program at Indiana Wesleyan University the graduate will be prepared to:

- Integrate liberal arts and nursing education in the practice of nursing utilizing advocacy, collaboration, and social justice for people of diverse cultures.
- Exhibit effective inter-professional communication, information management, and application of patient care technology to ensure quality care.
- Collaborate with healthcare professionals, patients, and communities to provide diverse populations with spiritually and culturally appropriate clinical prevention while incorporating elements of evidence based practice.
- Apply Christian values and professional ethics to improve patient-centered health outcomes for all populations.
- Engage as leaders in the profession of nursing, healthcare policy, and regulatory agencies.

Admission Requirements

The admission requirements for the Bachelor of Science in Nursing degree offered through the School of Nursing's Division of Post-licensure Programs are as follows:

- Proof of high school graduation or GED certification.

- Original transcripts from all previous college or university study at regionally accredited colleges or universities or an institution accredited by the Association for Biblical Higher Education.
- Prior completion of at least 60 transferable credit hours from a regionally accredited college or university or an institution accredited by the Association for Biblical Higher Education is required before the student is eligible to start a bachelor core program.
 - A maximum of 40 hours of credit may be earned through the assessed learning process toward the required 60.
 - Applicants with a diploma from a State Board of Nursing accredited hospital school of nursing may be eligible to apply for credit through the diploma evaluation process. A maximum of 40 credit hours awarded may be counted toward the required 60. This applies only to students applying to the Nursing program.
 - Applicants who have earned an A.S. in Nursing or equivalent degree at a proprietary school which holds a national accreditation are eligible to receive credit in transfer. A maximum of 40 credit hours of supporting science and nursing courses may be counted toward the required 60. This applies only to students applying to the Nursing program.
- Proof of current **unencumbered** RN licensure;
- An overall grade point average (GPA) of 2.0 from all previous study. If an applicant's GPA is below 2.0, the student may be admitted on a probationary basis, as established by the guidelines of the college.

Graduation Requirements

To graduate with a baccalaureate degree in Nursing from the School of Nursing at Indiana Wesleyan University, the following requirements must be met:

- Completion of 124 semester hours.
- Completion of the required core courses with a GPA of 2.75 or higher.
- Cumulative GPA of 2.75 or higher.
- All individual core courses must be completed with a grade of “C” or better.
- Completion of 30 hours of general education as specified (General Education Requirements (p. 358)).
- Payment of all tuition and fees is required to receive a diploma.

Program Requirements

- Students must complete each individual core course with a grade of “C” or higher.
- To progress in the major, RNBSN students must have obtained a core GPA of 2.75 by the end of the third course.
- Students must have an RN license that is active and unencumbered at all times during enrollment in the program. Students must have a valid unencumbered RN license in the state(s) of the practicum sites. If students have multi state licenses, all must be unencumbered. Students may be administratively withdrawn from the program at any point if this status is not maintained.
- RNBSN students may not overlap more than two Post-licensure (RNBSN) core courses at the same time without administrative approval by the Chair, Post-licensure (RNBSN) Program and only then in the case of extenuating circumstances such as military deployment.
- Students who take longer than six years to complete the program must petition to continue in the program.
- Students must complete all core courses before taking NUR-495.

BSN - Post-licensure (RNBSN)

Post-licensure (RNBSN) - Program of Study

Core Courses

NUR-320	Introduction to Baccalaureate Nursing	5
NUR-335	Foundations for Professional Practice	5

NUR-415	Leadership and Management in Nursing	5
NUR-440	Nursing Research: Analysis and Implications for Evidence-Based Practice	5
NUR-385	Nursing Process: Health Indicators and Clinical Prevention Across the Lifespan	5
	Nursing Topics (2-2 credit hour courses)	4
NUR-465	Population Health: Local, National, and Global Approaches	5
NUR-495	Baccalaureate Capstone: Synthesis and Evaluation	5

Graduate Studies in Nursing Division

Policies and General Information - Graduate Studies in Nursing Division

The right is reserved to change any of the rules and regulations of the university at any time, including those relating to admission, instruction, and graduation. The right to withdraw curricula and specific courses, alter course content, change the calendar, and to impose or increase fees similarly is reserved. All such changes are effective at such times as the proper authorities determine and may apply not only to prospective students but also to those already enrolled in the university.

Academic Information - Graduate Studies in Nursing

Academic Calendar - Graduate nursing courses are offered under the semester hour system but in a non-traditional academic calendar. Each major consists of required courses which are taught in an accelerated, modular format, and taken sequentially. Each major has an online component. The Nursing Administration and Nursing Education majors are 100 percent online. All online classes meet in an asynchronous environment through Blackboard. The Primary Care major has a significant online component, but also includes on-site classes in specified courses. On-site classes meet for four hours on a weeknight.

Catalog Governing Graduation - Students must meet the graduation requirements as stated in the university catalog under which they enrolled. Students who maintain continuous enrollment, who make normal progress toward a degree, and who earn their degree within a maximum of four years from the date of enrollment may meet the graduation requirements as stated in the catalog under which they enrolled. **Students who withdraw from Indiana Wesleyan University for more than six months will meet the graduation requirements as stated in the catalog under which they resume enrollment.** Students changing majors or programs must meet requirements as stated in the catalog that is current at the time they make such changes. The same holds true for students moving between schools and colleges. Students may at any time change from an earlier catalog to a subsequent current catalog, but must meet all requirements for graduation of that catalog. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

Core Requirements - The integrity of the adult and graduate programs requires that the core courses be met at Indiana Wesleyan University. Students are required to complete the first course of the core program with a passing grade in order to maintain enrollment with their cohort. In general, no waivers are allowed for courses taken at other colleges/universities.

Final class dates as established by the calendar will be the final date for completion of the core curriculum. No compressing or doubling of core work is permitted to accommodate earlier completion or graduation schedules.

Academic Standing - Graduate Studies in Nursing

Placement on Probation - Students enrolled in a graduate nursing program will be placed on probation if their GPA falls below 3.0.

Students are given two consecutive courses to satisfactorily raise their GPA. The GPA is reviewed after the second course, and if it has been successfully raised, the probationary status is removed. Academic suspension will result if the student's GPA is not successfully raised.

Academic Suspension - Academic suspension will result if:

- A student fails to clear the academic probationary status within the probationary period of two consecutive courses.
- A student has taken a course twice and failed to achieve a satisfactory grade. When this occurs, the student is ineligible to reapply for admission into the program in which the course was repeated.

In all cases, the suspension will occur once the grades have been recorded in the Registrar's Office. Students will be notified of the academic suspension in writing. Application for readmission may be made after six months. The application must be made in writing to the Dean of the School of Nursing.

Academic Dismissal - Upon a second academic suspension in the same program, a student is not eligible to reapply to Indiana Wesleyan University.

Admission and Registration - Graduate Studies in Nursing

Indiana Wesleyan University welcomes applications for admission from any academically qualified person whose motivation is in keeping with the university's purposes. Admission is based on the careful review of all credentials presented by an applicant, but in no case is admission denied due to race, color, national origin, disability, religion, or sex. Students are admitted in one of the following categories:

- **Regular** - Students who satisfactorily meet all requirements will be granted standard admission with no restrictions.
- **Probation** - Students with an entering grade point average (GPA) which falls below the minimum required by the program may be accepted on probation. Probationary status will be removed after the student has completed the first three courses of the core with a satisfactory GPA (3.0). In case of extended probation, the number of courses to be completed in order to change status will be determined jointly by the Dean of the School of Nursing and the Student Life Council. Any student failing to remove the probationary status will be academically suspended from the program.
- **Unclassified** - Students not pursuing a university degree who want to take certain courses for special reasons may be accepted for a maximum of 12 hours. Students receiving an unclassified status must reapply for regular admission if they desire later to pursue a degree program. Unclassified students are not eligible for financial aid.

International/Non-English Speaking Students - Students who do not speak English as their first and primary language must submit satisfactory scores from one of the following prior to admission to the university:

- **Test of English as a Foreign Language (TOEFL)**. For graduate students, a score of at least 600 (paper-based), 250 (computer-based), or 100 (Internet-based) is required for regular academic admission.
- **International English Language Testing System (IELTS)**. For graduate students a score of at least 6.5 is required for regular academic admission.

Student visas (I-20's) are not issued for students wanting to enter the United States to enroll in programs offered for adult and graduate students.

Registration - Registration occurs at the beginning of the student's core program. At this point, students are registered for all courses within the major. Therefore, if a student needs to miss an individual course, official withdrawal must be made through the Office of Student Services. Staff will work with the Division Chair and the student to make arrangements to retake this class with another core group at a time that will minimize the impact on the student's financial aid. Students need to be aware that temporary withdrawals could impact their eligibility to receive financial aid based on the standards outlined in IWU's Satisfactory Academic Progress. Additionally, placement in a cohort may be delayed for a returning student due to enrollment limitations.

A student who has failed to arrange for the payment of tuition for a course will have registration in that course cancelled.

Attendance Policy - Graduate Studies in Nursing

Because of the delivery method of non-residential programs, attendance is required and monitored. Students are expected to be present for onsite class sessions and participate in online activity. Absences are allowed as follows:

- Under emergency circumstances, a student may be allowed one absence in courses that are five class sessions or fewer in length. Students need to contact the faculty member regarding make up work.

- Under emergency circumstances, a student may be allowed two absences in courses that are six or more class sessions in length. Students need to contact the faculty member regarding make up work.

If a student exceeds the allowed absences and does not contact the Office of Student Services to officially withdraw before the last class session, the instructor is directed to issue the grade of “F”. Students who never attend a class and do not withdraw will be administratively withdrawn from the course and from all subsequent courses. Student must then go through the normal readmittance process.

Students who must miss a course due to unavoidable circumstances must arrange for a withdrawal with the Office of Student Services prior to the beginning of the course. Students needing to withdraw while in a course may do so by arrangement with the Office of Student Services prior to the end of the course, but the regular refund and academic withdrawal policies apply. Students will be charged a \$100 withdrawal fee.

Faculty members reserve the right to factor lateness, early departures, and class attendance into a student’s grade, as long as it is addressed in the syllabus.

Onsite Attendance Policy – The nature of the adult and graduate programs requires students to attend all class sessions. Class attendance records are maintained by the faculty member and submitted to the Office of Student Services. Students are expected to be present when class begins, and remain the entire workshop. To be counted present, a student must attend a total of three hours or more of a class that is four hours in length. Only under *emergency circumstances*, a student may be allowed one absence in any clinical course.

Online Attendance Policy: Attendance is determined by activity during a workshop, either through discussions or submission of assignments. A student is reported absent for a workshop if there is not at least one submission (or posting) of an assignment or in a discussion forum assigned during that workshop.

Primary Care (PYC) Practicum Courses Attendance Policy: The Primary Care (PYC) Practicum courses combine onsite and online workshops within a single course. Students enrolled in these courses are held to a more stringent attendance standard due to the nature of the knowledge presented and its relevance to safe advanced nursing practice. Missing more than one onsite or online workshop during a practicum course will result in a grade of “F” for the course.

Grading and Evaluation

A letter grade is used in evaluating the work for a course. For the purpose of determining scholastic standing and awarding honors, grade points are granted according to the letter grades and semester hours of credit. The grade point average (GPA) is the number of quality points earned at IWU divided by the number of credit hours attempted at IWU.

Grade	Quality Points (per credit)	Definition
A	4.0	Superior
A-	3.7	
B+	3.3	
B	3.0	
B-	2.7	Above Average
C+	2.3	
C	2.0	
C-	1.7	Average
D+	1.3	
D	1.0	
F	.0	Failure (Also given for unofficial withdrawals)

The following grades are not figured into the GPA:

W	Passing work at time of official withdrawal
I	Incomplete

CR	Credit
NC	No Credit
AU	Audit

Repeated Courses - A student may repeat once any course in which a grade below “C” (“C-,” “D+,” “D,” or “F”) was previously earned. Some specific graduate level courses are identified as repeatable and can be repeated if a student earns a grade higher than “C” but below the level required for that specific course. The course may be repeated once.

Whenever a course is repeated, the last grade and credits earned replace the previous grade in computing the student’s grade point average (GPA). All entries, however, remain a part of the student’s permanent academic record. Duplicate credit hours are not given for two or more passing efforts. A course taken in a classroom format may not be repeated for a grade through independent learning.

Since a course may be repeated once, failure to achieve a satisfactory grade in a course after two attempts will result in academic suspension and ineligibility to complete the major in which the course was repeated.

Incomplete Grades - Students are expected to complete the course requirements by the last class session. There may be instances when crisis circumstances or events prevent the student from completing the course requirements in a timely manner. However, the issuance of an incomplete cannot be given if the student fails to meet the attendance requirements. In these rare situations, a grade of “I” (incomplete) may be issued but only after completing the following process:

- The student must request an “I” from the instructor.
- The instructor must obtain approval from the appropriate Regional Dean/Program Director/Program Chair/Division Chair.

Because “incompletes” are granted only for extenuating circumstances, the student’s grade will not be penalized.

A student who receives an “incomplete” has 10 weeks from the final meeting date of the course to complete course requirements and turn them in to the instructor. If, at the end of the 10-week extension, the student has failed to complete the course requirements in order to receive a passing grade, the “incomplete” will become an “F.” A student with more than one incomplete on record is subject to academic suspension. A student cannot progress into a subsequent course until the grade of “incomplete” has been resolved and a grade posted.

Grade Reports - At the end of each course, the instructor submits grades for each student. Grade reports are available online to the student and indicate courses taken, credits received, and grades assigned.

Transcripts - The student’s official transcript is prepared by the Indiana Wesleyan University Registrar's Office and will show the course, grade, credit, and dates of instruction for each course. Requests for transcripts of coursework at Indiana Wesleyan University must conform with the Privacy Act of 1974, which requires that all transcript requests be submitted in writing and signed by the student, for protection of the student's confidentiality. A transcript is official only when it bears the university seal.

It is university policy not to release a transcript if the student owes anything to the university or if he or she is delinquent on any loan received through Indiana Wesleyan University. A \$3 fee is charged for each transcript and must be enclosed, along with a complete address to which the transcript is to be mailed. Please provide a current address if request is to be sent to student's home. Students requesting a transcript should write to the Indiana Wesleyan University Registrar's Office, 4201 South Washington Street, Marion, IN 46953. For more information, call 1-765-677-2966 or <http://www.indwes.edu/Academics/Registrar/Transcript>

Audit of Courses

A student who has been accepted into an Indiana Wesleyan University degree program or as an unclassified student may choose to audit specified courses within a core program or electives as follows:

- Audit registration is allowed on a space available basis.
- The current audit fee (\$25 per credit hour) must accompany the registration.
- Auditing a course gives one the right to attend the course. No credit or letter grade is given. The course will be indicated as an "AU" on the student's IWU transcript.
- The student auditing the course is not expected to participate in classroom or study group assignments, or to complete homework, quizzes, or tests.

- The faculty member is under no obligation to grade any work an auditing student chooses to submit or to give feedback on progress.
- The materials required for the course are optional for auditing students. If one wishes to purchase materials, the fees must accompany the registration.
- The student must meet course pre-requisites or be approved by the appropriate administrator of the specific college/school.
- No change may be made from audit to credit, or credit to audit, after registration closes.

Graduation - Graduate Degree Programs

Graduation Ceremonies - IWU graduation ceremonies are held three times a year. Degrees are conferred and posted to the student's transcript on these three dates only.

Eligible students are notified by the Office of Student Services of procedures and requirements concerning graduation.

Each student must complete an "Application for Graduation" provided by the Office of Student Services. This application indicates the student's intent to graduate and initiates the final evaluation of the student's academic record.

Students are also asked to inform the university as to whether they will be attending the ceremony. This allows the university to determine the number of tickets available for students who are attending. If a student cannot attend graduation due to unforeseen circumstances, the degree is still conferred; however, attendance at a future graduation is not an option.

Graduation Requirements - All requirements must be met and transcribed by the date established by the Office of Student Services (eight days prior to the commencement ceremony). Students taking internal or external coursework need to make sure that transcripts, grades, and scores can be received and transcribed by the deadline date.

Students may receive one degree only per commencement. Students meeting requirements for more than one degree must apply for and participate in two different ceremonies. Any university-approved dual degree program is an exception to this policy.

Students who have received a degree from IWU and have returned to meet requirements for an additional major at the same degree level will have the second major posted to their existing degree. The second major can only be posted at one of the three conferral dates, and students receiving the second major are not eligible to participate in another graduation ceremony.

Diplomas - Diplomas are mailed after the conferment of degrees. Diplomas indicate degree earned, date of degree, major, specialization, and honors. A student's financial account must be settled to receive a diploma.

Leave of Absence Policy

Indiana Wesleyan University understands there are life events that may require a student to modify class enrollment and schedules. The leave of absence policy is designed to allow students flexibility in their program enrollment to adjust to these life events. The leave of absence policy also extends to students the ability to make up any courses missed during the approved leave.

A student on an approved leave of absence will be considered enrolled at IWU and eligible for an in-school deferment for student aid loans. Federal financial aid and in-school deferment may be negatively impacted if a student fails to apply for the leave of absence or if the application is denied. **This impacts students who receive Title IV federal financial aid (Federal Pell Grants, Federal Supplemental Grants, Federal Stafford Subsidized or Unsubsidized Loans, Federal Parent Loans) or who want to have a federal student loan deferred from payment while in school.**

Students who will be out of attendance for a period of 29 days or more should request a leave of absence. Students out of class for less than 29 days are not eligible for a leave of absence, and a recalculation on current financial aid will be done. Students who are not on federal financial aid programs or who do not have a federal loan in deferment are not required to request a leave of absence.

Students needing to make a change in their schedule need to contact the Office of Student Services to process the registration change. At that time, the leave of absence request form will be mailed to the student. The Leave of Absence Application can be downloaded, or can be requested by calling the Office of Student Services at 765-677-1207. Students must request the leave within 21 days of initiating the registration change. The request for a leave of absence should be made prior to the date the leave is to start. The start date of the leave is the first date of the class or, if the class has already started, the date the registration change is initiated.

An approved leave of absence must meet the following criteria: the request must be received within 21 days of the registration change; the request must be made prior to the start of the leave (first day of class); the reason for the request must be one approved by IWU's Leave of Absence Committee (military, medical, jury duty, loss of job, family emergency, employment

emergency, transfer of coursework, passing pre-requisite requirement, transfer of core groups, changing programs, administrative cancelation of core classes, or other reasons as approved by the Leave of Absence Committee); appropriate documentation must be submitted if the request is submitted after the leave has started; the student must have an expected date of return; and, the leave of absence together with any additional leaves of absence must not exceed a total of 180 days in any 12-month period.

Documentation is required if the request for the leave of absence is made after the beginning date of the leave of absence and needs to address the nature of the reason for the request. Documentation for each circumstance will vary; the student is required to provide whatever paperwork from a third party will attest to the circumstance outlined on the application form. Examples would include physicians' statements, letters from employers, letters from pastors or counselors, court documents, etc. Documentation is also required if a request is submitted after the 21 day deadline, and needs to address the reason for the delay in the submission of the request.

The leave of absence together with any additional leaves of absence must not exceed a total of 180 days in any 12-month period. Time in excess of 180 days will not be approved. A student may request an extension to a leave providing the request is made before the end of the leave, there are unforeseen circumstances which prevent the return from the leave, and the total number of days of approved leave do not exceed 180 in a 12-month period. A maximum of two leaves of absence are allowed during a 12-month period.

Failure to return from an approved leave of absence nullifies the approved leave and may have an impact on student loan repayment terms as well as the grace period. The first day of the leave will be reported as the beginning of the grace period for loan deferment. Students may return early from an approved leave of absence prior to the leave end date. The leave will be shortened according to the student's return date.

Students will not receive disbursements of Title IV student loan financial aid funds during the leave. Students are not deferred from making regularly scheduled payments to the Accounting Office for normal fees incurred. Any change in registration can impact current financial aid regardless of approval or denial of the leave of absence request. Questions about impact on current financial aid should be directed to the Financial Aid Office at 800-621-8667 ext. 2516. Students on an approved leave of absence will be reported as such and will be eligible for in-school deferment of previous loans. Students whose request for a leave of absence is denied will be reported as withdrawn and the grace period for loan repayment will go into effect.

Transfer between Majors - Graduate Studies in Nursing

It is assumed that students applying for/enrolling in graduate level programs have a higher level of maturity and decision-making ability. The selection of a graduate major should be approached with deliberation after acquiring the knowledge necessary to make the decision.

The graduate nursing majors are designed around an accelerated cohort model, intended to foster a certain group dynamic and support system for adult learners. Continued disruption of this model – as well as the curriculum schedule – inhibits the effectiveness of this design. In addition, the amount of time necessary to create a tailored plan of study for each transfer student adds an excessive amount of work to current faculty and staff.

Students who wish to change majors must submit a change of program request and meet all admission requirements for the requested major. Transfer approval will be subject to review of the student's academic progress and availability of space in the requested major. The university cannot guarantee transfer requests will be approved.

Please be advised that any transfer/change in program may impact financial aid. Students will not be eligible for deferment or the 'scheduled break' option under this policy, and may have to begin loan payments until they are re-enrolled in their newly-selected major. In addition, the change may lead to a significant delay in the time it takes to complete MSN degree requirements.

Transfer of Credit Policy - Graduate Studies in Nursing

The university may allow a maximum of nine credits in transfer to the graduate nursing programs. Transfer of credit will be determined by the Chair of the Division of Graduate Studies in Nursing or designee.

Credit is granted for work with a satisfactory grade ("C" or above) taken at an approved college or university accredited at the same level, provided the courses are applicable to the curriculum the student wishes to pursue at Indiana Wesleyan University. An "approved college or university" generally refers to those institutions that are accredited by a regional accrediting body or the Association for Biblical Higher Education.

The University Registrar is responsible for approving the transferability of all credits. Credit hours accepted in transfer are recorded, but quality points and grades are omitted. All credits are accepted as semester credits. Quarter credits are converted to semester credits using the two-thirds conversion ratio.

Transcripts from foreign institutions - are sent to an outside agency for evaluation and determination of transferable credits, degrees, and GPA. Students are responsible for the initiation of this evaluation and for any fees incurred during the process. Applications for this service are available to the student through the university.

Withdrawal/Change in Status - Graduate Studies in Nursing

A student who finds it necessary to withdraw from the program or to take a temporary leave of absence is required to contact the Registration Change Counselor in the Office of Student Services to complete this process (registration.change@indwes.edu). Students in an onsite course must request the withdrawal from the Registration Change Counselor before the last class workshop. Students in an online course must request the withdrawal prior to the beginning of the last workshop. Failure to initiate an official withdrawal will result in a "No Credit" or an "F" grade for the student in those related courses.

A student who is temporarily withdrawing may request an individual leave of absence up to 180 days in a 12 month period. A student cannot request more than two leaves during a 12 month period, and the total number of days on leave may not exceed 180 days within a 12 month period. All leaves must be requested through the Office of Student Services.

If a student officially withdraws after a course has started, a grade of "W" will be assigned. An "F" will be assigned to a student who stops attending but does not officially withdraw. Students who never attend a class and do not withdraw will be administratively withdrawn from the course and from all subsequent courses. Students must then go through the normal readmittance process to return to class.

Students who are unable to complete a course or who receive an unsatisfactory grade for their specific program will be allowed to repeat that course with another group of students if arrangements are made with the Registration Change Counselor and the Division of Graduate Studies in Nursing. Tuition and fees will be charged for repeating the course.

Students withdrawing from the first course of a core program must withdraw from the entire program and re-enter with another core group.

If, at a later time the student wishes to re-enter the program, a re-entry form must be submitted to the Office of Student Services. Receipt of the signed application will initiate a review of the student's academic file to determine remaining requirements. A student who was academically suspended from the graduate nursing program may make application to the Dean of the School of Nursing for readmission after six months. Students sitting out of a core program for more than 90 days are subject to a tuition increase upon returning. Students re-entering a core program after six months or more are subject to any changes in curriculum upon returning.

A student may re-enroll in the Division of Graduate Studies in Nursing a maximum of two times without an appeal. A request for a third re-enrollment must be accompanied by a petition to the Chair of the Division of Graduate Studies in Nursing. Re-enrollment will be dependent upon the decision of the Division Chair or the SON Student Life Council if the Chair determines a higher level of appeal is required.

Any change in registration may have an impact on the student's financial aid. Students should always check with the financial aid office before initiating a registration change.

Financial Information - Graduate Studies in Nursing

Fee Structure - Degree Programs

Students are advised of financial obligations for their degree seeking (core) program during the registration process. A schedule of payments and analysis of fee structures, along with due dates, is outlined. Students are expected to meet these obligations according to the schedule. Any questions regarding payments or problems associated with making those payments should be directed to the Accounting Office.

Students who have applied for financial aid are responsible for all tuition and fees in the event it is determined they are ineligible for financial aid, decline the financial aid, or withdraw from the program prior to completing the academic award period. Students receiving military or corporate assistance who have received prior approval from the university for direct billing are required to pay their share of tuition and fees and submit appropriate assistance documents by the assigned due date. The deferral program in no way relieves the student of the financial obligation to the university and the student retains full responsibility for ensuring that all tuition and fees are paid in full and in a timely manner.

Indiana Wesleyan University reserves the right to suspend students from class attendance for failure to meet financial obligations.

Indiana Wesleyan University reserves the right to change the tuition and fee schedule at any time. Students who remain registered in their initial core group making satisfactory academic progress shall have their tuition and fees guaranteed. A \$50 late fee is charged each time a payment is received after the due date. There will be a fee charged for any check returned due to non-sufficient funds. If collection of tuition, book charges, and/or fees becomes necessary, all costs of collection, court costs, and attorney fees are the responsibility of the student.

Refund Policy - Degree Programs

1. Any student withdrawing after attending only the first class session of the program or orientation will be assessed a \$100 fee. All other tuition will be refunded. Book charges and educational resource fees are nonrefundable.
2. After a student has attended two class sessions of the program, tuition, application fees, and educational resource fees are not refundable.
3. Tuition is refunded according to the following policy for all subsequent courses:
 - Notification of withdrawal prior to the first class session of a course - full tuition refund.
 - Notification of withdrawal prior to the second class session of a course - 90% tuition refund.
 - Withdrawal after second class session or after the seventh day of an online class - no refund.
4. In compliance with federal regulations for the student who has received financial aid, the refund will be returned to the appropriate aid sources.
5. Book fees are not refundable once the student has attended one class session or if the books have been marred in any way prior to that time.
6. Students who are unable to complete a course or who receive an unsatisfactory grade for their specific program will be allowed to repeat that course with another group of students if arrangements are made with the Registration Change Counselor. Tuition and fees will be charged for repeating the course.
7. Decisions regarding refunds are made by the appropriate Accounting Office, and in isolated cases, by the Financial Appeals Committee.
8. Indiana Wesleyan University will comply with any state mandated refund policies that govern refunds for students matriculating within the state in question. For a detailed listing of state-specific refund policies, please visit <http://www.indwes.edu/About/Student-Consumer-Information/State-Specific-Refund-Policies>

Financial Aid - Graduate Studies in Nursing

Types of Student Financial Aid Available

The following types of student financial aid are available to persons enrolled as degree-seeking students who meet the eligibility criteria for the aid type. Complete fund profiles may be found online at www.indwes.edu/Financial-Aid/Adult-and-Graduate/Types-of-Aid.

Advanced Education Nursing Traineeship (AENT) Grant – is a grant that does not require repayment and is open to students enrolled in the Primary Care, Family Nurse Practitioner track of the Master in Science of Nursing program and who agree to the Special Rules. Funding is limited.

Nurse Faculty Loan Program (NFLP) - is a loan program used to provide loan funds to students enrolled in an eligible advanced degree program in nursing. After graduation from the advanced education nursing degree program, loan recipients may cancel up to 85% of the NFLP loan over a consecutive four-year period while serving as full-time nurse faculty at a school of nursing. Loan funds are given to cover costs of tuition, books, and eligible fees. Funds are limited and are offered on a first come, first served basis. The student must complete an application each year NFLP funds are requested.

William D. Ford Federal Direct Loan – is available to students who file the FAFSA and all other required student financial aid forms and who meet all federal criteria for eligibility. The maximum annual loan amount is \$20,500 for graduate students. Lifetime maximum borrowing limit for graduate programs is \$138,500 (including undergraduate borrowing). Interest rates are set on July 1 each year and are fixed rates. For July 1, 2013, through June 30, 2014, the interest rate is 5.41% for unsubsidized Federal Direct Loans for graduate students.

A student's total financial assistance, including loans, may not exceed the calculated cost of attendance for the program. Students with unsubsidized loans may elect to make monthly interest payments to the lender or allow the accumulated interest to accrue until repayment, which begins six months after the student ceases to be enrolled as at least a half-time student. Upon graduation or termination of studies, the student is given a six-month grace period during which no interest or principal

payments are due on subsidized loans and during which only interest accrues on the unsubsidized loans. The standard minimum monthly payment is \$50, but the amount varies based on the total amount of the outstanding loans upon which the student is paying.

Graduate PLUS Federal Direct Loan – is a federal loan with a fixed 6.41% interest rate available to graduate students who have remaining cost of attendance not met by subsidized/unsubsidized William D. Ford Federal Direct Loans. This is a credit-based federal loan.

Active Duty Military Discount – is a tuition discount to all active duty military personnel, including members of the Reserves and National Guard, and spouses of the aforementioned military personnel. Students must submit an Active Duty Military Discount application, available by calling Student Account Services at 800-621-8667 ext. 2878.

Yellow Ribbon Award – is an award that does not have to be repaid and is available to eligible students who receive Chapter 33 GI Bill benefits. The amount eligible students receive reflects 50% of the tuition expenses that exceed the highest public in-state undergraduate tuition rate. The VA matches that contribution to fully cover the tuition costs.

Loan Repayment Chart:

Interest Rate	5%	6.5%	8%
Amount Borrowed	Monthly Payment Amount		
\$5,500	\$58	\$62	\$67
\$8,500	\$90	\$97	\$103
\$15,000	\$159	\$170	\$182
\$20,000	\$212	\$227	\$243
\$30,000	\$318	\$341	\$364
\$40,000	\$424	\$454	\$485
\$50,000	\$530	\$568	\$607
\$60,000	\$636	\$681	\$728
\$70,000	\$742	\$795	\$850

General Eligibility Requirements

In order to receive federal and/or state student financial aid, students must meet the following criteria:

- Must have completed the Free Application for Federal Student Aid (FAFSA) including signing the certifying statements that the student is not in default on a federal student loan and does not owe a refund on a federal grant and that the student will use federal student financial aid for educational purposes only.
- Must be a U.S. citizen or eligible noncitizen.
- Must have a valid Social Security number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau).
- Must be enrolled as a regular student (cannot be unclassified) in an eligible degree or certificate program.
- Must maintain Satisfactory Academic Progress (SAP) as outlined in IWU's SAP Policy.
- Must show qualification to obtain a college education by having a high school diploma, GED certificate, or a high school education in a homeschool setting approved under state law.
- *Per federal regulations, incarcerated students are not eligible for federal student financial aid. Incarcerated students or students who become incarcerated after receiving federal student financial aid funds should contact the Financial Aid Office.*
- Must maintain enrollment in classes.
 - No longer than 180 days may elapse between classes in any 12 month period, and a leave of absence must be requested through the Office of Student Services. In the case there is an approved break between classes 180 days or less, a leave of absence will be reported to the lender, but no loan repayment will be required. For a break between classes of more than 180 days, the university is required to report non-enrollment information to the lender, and the student will be

required to begin repayment of any student loans (see your loan promissory note for further information). If additional circumstances arise that prohibit the student from returning to class as scheduled, the student should contact the Financial Aid Office to discuss options.

- Any changes in registration, such as withdrawals or cancelled courses, may result in cancellation or reduction of any or all student financial aid. In such cases, the student is responsible for any remaining balance on the student account. A student who requests the credit balance from his or her IWU student account and then makes registration changes may be required to repay funds to the university and/or to the student financial aid programs

How to Apply for Student Financial Aid

Students who wish to be considered for federal and/or state student financial aid must complete the application process online at www.indwes.edu/Financial-Aid/Adult-and-Graduate/Apply-For-Aid:

- Complete the Free Application for Federal Student Aid, or FAFSA (direct link www.fafsa.gov). You must list IWU's Title IV Code, 001822, in step six of the FAFSA or IWU will not receive your FAFSA information from the federal processor.
- Complete the IWU Financial Aid Request Form. Under the Additional Aid Source(s) section, you must disclose any additional funding you may receive from employer reimbursement, vocational rehabilitation, or private scholarships to help pay for your education.
- Complete the Loan Entrance Counseling Session and William D. Ford Federal Direct Loan Master Promissory Note online at <https://studentloans.gov/mydirectloan/index.action>. You must have an established Federal Student Aid PIN in order to complete these items. It may be necessary to wait three days from the time you first apply for your PIN before trying to sign in to this website. For each item, you must enter "Indiana" in the School State field even if you attend classes in another state or online.
 - Entrance Counseling Session: Select Complete Counseling, and on the next page click on the Start button beneath the Entrance Counseling heading (not to be confused with Financial Awareness Counseling or Exit Counseling). Add IWU as a School to Notify and select the appropriate counseling type for your current degree pursuit (undergraduate or graduate).
 - Master Promissory Note: Click on Complete MPN from the menu and select Subsidized/Unsubsidized from the next page.

Once the above steps have been completed, be certain to:

- Respond to requests for additional information from the Financial Aid Office. You may be asked to complete a verification worksheet and to provide a copy of your federal income tax return transcript (and your spouse's or parents' federal income tax return transcript, as appropriate) as required by federal regulations.
- Provide documentation showing any amount of assistance provided by other agencies (i.e., tuition reimbursement from your employer, vocational rehabilitation benefits, scholarships from local business, etc.).
- Fully complete all forms. Forms filled out incorrectly or submitted to the wrong office or location could delay your student financial aid award.

How Eligibility is Determined and Student Financial Aid is Awarded

- All forms and information submitted online must be received in the Financial Aid Office before eligibility can be determined. In general, award amounts are based on a student's Expected Family Contribution found on the Student Aid Report, a student's enrollment status, the cost of attendance, and other estimated financial assistance. The Financial Aid Office will award a student for his or her maximum eligibility in scholarship, grant, and loan funds unless otherwise instructed in writing.
- Students must be scheduled for a full academic year, according to the academic year definition for the program in which the student is enrolled, or to degree completion for student financial aid to be awarded. Any changes to planned enrollment may affect the amount and/or disbursement date(s) of aid for which the student may qualify.
- The Financial Aid Office will email notification to the student email account that financial aid has been awarded and is available for review online via the student portal at <https://myiwu.indwes.edu>. This secure website will indicate the types and amounts of aid for which the student qualifies. The student must submit a written request to the Financial Aid Office via email, fax, or US mail to decline all or a portion of the awarded aid. Otherwise, all awarded aid will disburse to the IWU student account, as appropriate. The student does not need to contact the Financial Aid Office to accept an awards package.

How and When Student Financial Aid is Disbursed

Federal Direct Loans are originated shortly after classes have begun. The funds are applied as a credit to the IWU student account, typically in two disbursements per academic year. For new graduate students, the first disbursement funds are generally placed on the IWU student account 10 days after the start of the first course. Disbursements for subsequent award periods typically occur 14-21 days after the start of the new award period and successful completion of the prior award period has been confirmed.

All other types of aid are awarded and disbursement dates set as the necessary paperwork is received.

All financial aid forms and information submitted online must be received at least three weeks before a planned class start.

Applying for student financial aid does not remove responsibility for payment. If the funding is not received, the student must pay all outstanding balances immediately.

Satisfactory Academic Progress (SAP)

Students are expected to maintain Satisfactory Academic Progress toward the completion of their course of study. This includes:

- Enrolling in and attending class as well as completing assignments and projects.
- Earning at least the minimum GPA required to maintain good academic standing in the student's primary degree or certificate program. Students on academic probation will be allowed to receive student financial aid on SAP Warning. Such students must improve their academic measurements to meet the required standards by the designated time frame or eligibility will be terminated.
- Earning passing grades in a minimum of 67% of all credit hours attempted.
- Completing the program within 150% of the credit hours normally required to complete the course of study (i.e. if the program requires 124 credit hours to complete, then the student may attempt no more than 186 credit hours) or by the designated time frame.

Academic progress is reviewed after the end of each payment period. Students who fail to make satisfactory academic progress will be placed onto SAP Warning or Suspension, as appropriate, per the policy requirements. Students with mitigating circumstances (which may include, but is not limited to, death in the family or grave illness of the student or close family member) may appeal termination of federal student financial aid eligibility due to failure to make academic progress by submitting a SAP Appeal Form, written explanation, and adding supporting documentation to the SAP Appeals Committee through the Financial Aid Office. The entire SAP Policy is available for review online at www.indwes.edu/Financial-Aid/Adult-and-Graduate/Resources/.

Withdrawals and Refunds

If a student finds it necessary to withdraw from the program, withdraw from a course or courses without an approved leave of absence, or to take leaves of absence that exceed 180 days in a twelve month period, a federal student financial aid Return of Funds calculation will be performed. This calculation determines how much federal student aid has been earned and is based on the number of days attended during the payment period when the student withdraws. The amount of federal student financial aid funds to be returned by IWU to the funding source is based on the amount of those funds that the Return of Funds calculation determined were not earned by the student. The following is an example of the Return of Funds calculation:

- The student begins class on June 28 and the payment period runs until January 17.
- The student withdraws from the program on October 4.
- The payment period has 152 calendar days in it (not including break periods) and the student completed 86 days which is 56.6% of the payment period.
- The amount of the refund will be 43.4% of the federal student financial aid funds received.

The Financial Aid Office will determine the amount of the refund that is owed by IWU and the amount, if any, that is owed by the student. A letter will be sent to the student indicating the results of the Return of Funds calculation and the amount of the refund, if any. The student will earn 100% of the federal student financial aid funds received for the payment period if the Return of Funds calculation shows the student completed 60% or more of the payment period.

Student's Rights and Responsibilities

A student has the right to know:

- What financial assistance is available, including information on all federal and state programs.

- The deadlines for submitting application for each of the student financial aid programs available.
- The cost of attending the school's programs and the school's refund policy.
- The criteria used by the institution to select financial aid recipients.
- How the school determines your financial need. This process includes how costs for tuition and fees, books, and living expenses are considered in your budget.
- What resources (such as employer reimbursement, other financial aid, etc.) are considered in the calculation of your need.
- How much of your financial need, as determined by the institution, has been met.
- An explanation of the various programs in your student financial aid package. If you believe you have been treated unfairly, you may request reconsideration of the award that was made to you.
- What portion of the student financial aid you received must be repaid, and what portion is grant aid. If the aid is a loan, you have the right to know the loan interest rate, the total amount that must be repaid, the payback procedures, the length of time you have to repay the loan, and when the repayment is to begin.

A student's responsibilities:

- Review and consider all information about the school's program before you enroll.
- Complete all application forms accurately and submit them in a timely manner to the correct address.
- Pay special attention to, and accurately complete, your application for student financial aid. Errors can result in delay of receipt of your student financial aid funds. Intentional misreporting of information on application forms for federal student financial aid is a violation of law and is considered a criminal offense subject to penalties under the U.S. Criminal Code.
- Return all additional information, verification, corrections, and/or new information requested by either the Financial Aid Office or the FAFSA central processor.
- Accept responsibility for all agreements you sign.
- If you have a loan, notify the lender of changes in your name, address, or school status.
- Know and comply with the deadline for application or reapplication for aid.
- Know and comply with the school's leave of absence or withdrawal policy/procedures.
- Repay student loans in agreement with the loan promissory note.

Further Information

The Financial Aid staff is here to assist in any way possible. If you have questions about any information pertaining to student financial aid, please contact: Financial Aid Office, Indiana Wesleyan University, 1900 W. 50th Street, Marion, IN 46953-9393. Voice 800-621-8667 ext. 2516, 765-677-2516, Fax 765-677-2030, Email apsfinaid@indwes.edu.

Student Account Appeals

A written appeal may be submitted to the accounting office that assessed the charge. If the disputed charge cannot be reconciled with the accounting office, a written appeal can be submitted to studentaccountappeals@indwes.edu with all supporting documentation.

- All pertinent information will be obtained and compiled by the Appeals Committee.
- The disputed charge will be reviewed by the Appeals Committee.
- If necessary, an appeal may be reviewed by the Program Director.
- Appeals must be submitted within 30 days of the last date of attendance for the course in question.

All appeals will receive a response within 15 days after the written appeal has been received.

General Information - Graduate Studies in Nursing

Books and Materials

Indiana Wesleyan University's programming for non-residential students has been, in part, designed to serve the needs of busy, working, adult students. With this in mind, our normal processes within the majority of our programs include IWU procuring

all of the required textbook and resource materials for our students and shipping them directly to the address most convenient for the student. This is a service we are happy to provide, and is one that we believe allows our students to focus more of their valuable time on their coursework and learning.

We do, however, understand the desire for individual students to seek to maximize their educational dollars in various ways. This need prompts IWU to allow students the opportunity to choose their own personal textbook and materials procurement option. This choice will allow a student to opt out of Indiana Wesleyan University's standard textbook and materials procurement and distribution processes and secure their required materials in whatever manner they so decide. More information about this option can be obtained by contacting IWU's Textbook Distribution Department at textbook.distribution@indwes.edu or 1-800-621-8667 extension 2854.

For students choosing to participate in IWU's normal material procurement and distribution methods, books and other course materials will be provided and will be delivered on or prior to the first class session. "Sharing of materials" is not an option and all books/materials must be purchased directly from IWU by each student. Students receive payment schedules during the registration process which indicate the total amount charged for books and materials. The university does have an arrangement with a vendor who conducts "book buybacks" several times a year for all IWU students. Students desiring more information may contact the traditional campus bookstore at 866-468-6498 ext. 2210.

Please note: Textbook and material changes are inevitable. Should it become necessary for a student to withdraw from a course, all books and materials should be returned immediately, if eligible, to avoid additional charges if/when the course is taken at a later date. If materials are not returned, and course materials change in the time between withdrawal and re-entry, the student will be charged for new materials. Materials are eligible for return credit within 60 days from the date of withdrawal provided the student has not attended any of the class sessions, or posted any assignments for online classes, and the materials have not been used or damaged (writing, highlighting, physical damage, CD's & access codes intact in original sealed packaging, etc.) in any way.

Chaplaincy Program

Spiritcare, the Chaplaincy Program, is a ministry that seeks to care for the spiritual needs of adult students by introducing them to the person, teachings, and community of Jesus Christ. This is done primarily through classroom visits, outside contacts, multi-media presentations, and structured devotionals. The goal is to provide supportive opportunities for the growth of the complete person. On-site and online students have direct contact with a caring pastor. *Spiritcare* desires to change the world by changing the heart. Chaplains can provide the following:

- Confidential and caring support for student and family members as requested.
- Spiritual guidance and prayer support.
- Intervention and support during life crises.
- Referrals to counseling and support groups for special needs.
- An opportunity to be referred to a local pastor and a local congregation for students seeking to grow in their faith.

Students may obtain additional information about the *Spiritcare* Chaplaincy Program through the student portal at <http://myiwu.indwes.edu/Chaplaincy/> or by contacting the Office of Student Services at 800-621-8667 ext. 2359.

Expectations for Personal and Professional Conduct

Indiana Wesleyan University is a Christian university of higher education that upholds high standards of personal and professional conduct. Such standards include a classroom environment that promotes a positive learning environment and a professional instructional climate.

Students are expected to conduct themselves in a professional manner with respect for the rights of both students and faculty. The university or its representatives reserve the right to act in situations where student behavior violates established policy or detracts from the ability of students or faculty to function effectively in the classroom. Such action may include disciplinary procedures issued by the faculty or suspension from the program. (NOTE: All discussion room and live chat postings for online courses are recorded and can be reviewed at the discretion of the university.)

Only regularly enrolled students may attend class unless granted permission by an administrator and arrangements are made with the instructor.

Inclement Weather Procedures

The university is reluctant to postpone or cancel classes because the schedule is already very compressed and it is difficult to schedule make-up classes. In order to make the most informed decisions possible, the university gathers information from the National Weather Service, State Police agencies, and site managers and personnel (when appropriate). Unfortunately, the university cannot make the decision based on an individual student's geographical situation and the driving distance to and from class. Students should be aware, however, that they are expected to use discretion and not to take unreasonable risks. If students choose not to attend class, they must notify their instructor and make appropriate arrangements for make-up work. Decisions to postpone or cancel classes will be announced by the university. Regional locations will be judged by the Regional Deans. In the event it becomes necessary for a Regional Dean to recommend to the Vice-President/Dean a weather related or emergency closing or postponement for an onsite cohort, the appropriate Program Director will work with affected faculty and students to make up the missed class session through an online alternative class session by observing the following guidelines:

Instructors will contact students on the date class is cancelled with written requirements for making up the cancelled class session through an online alternative.

In the event an onsite class session is cancelled that is deemed significant to the cohort (e.g., program orientation, the first class session of a program, the last class session of a program, etc.), the Regional Dean will petition the appropriate academic leaders to arrange a new date to make up the cancelled class session prior to the next scheduled class session.

To satisfy attendance requirements and earn participation points (if applicable), all assignments associated with the cancelled class session must be submitted prior to the start of the next scheduled class session.

Postponement decisions for evening classes will be made by approximately 3:00 p.m. on the day of class. Decisions about Saturday classes will be made the evening before, when possible, but may be made during the early morning hours on the Saturday of class if necessary. Postponement decisions will be announced through a variety of methods. In most cases the core group has a designated class representative who will be notified by the university. The representative should then activate the telephone calling tree to disseminate the information to the class. In cases where there is no class representative or calling tree, someone from IWU and/or the instructor will call the students. No notification will be made unless classes are postponed or cancelled. Information about postponements and/or cancellations will be announced on the university's Web site at <http://www.indwes.edu/classinfo>. Announcements will also be posted on the student portal at <http://myIWU.indwes.edu> and on the class information phone line at 1-800-621-8667 ext. 2022.

Library Services

Off Campus Library Services (OCLS) provides both mediated and direct access to resources and services designed specifically for the adult student. The Jackson Library in Marion has well over 272,000+ titles, including over 100,000 ebooks, more than 11,000+ audiovisual titles, and 1000+ print/e-print journal subscriptions, and provides access to thousands of online journals via searchable databases.

Each campus gives students full access to the library catalog and subscription-based periodical indexes available through the OCLS home web page, <http://www.indwes.edu/ocls>. Students near the Cincinnati, Cleveland, Columbus, OH, Indianapolis, Louisville, Marion, and Merrillville campuses can get personalized assistance from OCLS librarians. Any distance student (online or onsite) can contact OCLS via e-mail, Web page form, chat, or 800 telephone for help with research, document delivery, APA, and general explanation of services provided.

The library is part of a consortium, Academic Libraries of Indiana, which includes access to most library collections of Indiana higher education institutions. Students attending classes in Kentucky or Ohio may contact their regional OCLS librarian for information about other resources available in their area.

Low Enrollment in Onsite Cohorts

Should the total number of students enrolled in a cohort fall below six students for any reason, the University will seek alternative options for the remaining students to complete their degree. To ensure high academic quality, the possibility of combining cohorts or offering the option of completing the program online will be investigated.

In general, students will be given an opportunity to recruit students to join the cohort. If a cohort is nearing completion, this fact will be taken into consideration before any decision is made.

Services for Disabled Students

The process for serving a student with an impairment or disability enrolled in an adult and graduate program is as follows:

- Students who require special accommodation will be referred to the College's appointed coordinator of special needs requests. The student will be required to supply a physician's or other specialist's verification of his or her special need and a recommendation concerning the nature of special assistance required.
- Once this documentation is in hand, the Office of Student Services will consult with the university's designated disability officer (DDO) to ensure that the documentation is complete and in order. The disability officer will determine whether the university can reasonably accommodate the student's need. The Office of Student Services, in coordination with the DDO, will then recommend a plan of accommodation to the student.
- The Office of Student Services will ensure that all relevant faculty, site, and student services departments are notified of the plan of accommodation, and that the plan is successfully implemented.

Students who believe that they have experienced discrimination on the basis of a disability can seek resolution by following the steps as outlined in the Student Grievance and Appeal Policy (Non-academic).

Student Address/Email Information

Students should notify the Office of Student Services of any change of address, telephone number, or name so that proper records can be maintained. Name change requests require submission of appropriate documentation.

IWU Student Email Accounts - Upon acceptance, students are given an IWU student e-mail account. This is the only account used by IWU for communication with the student. It is extremely important that the student checks this account on a regular basis as important academic and financial information as well as university announcements will be shared in this way.

Programs in the Graduate Studies in Nursing Division

MSN Degree Programs

The Graduate Studies in Nursing Division offers the Master of Science in Nursing degree with majors in Nursing Administration, Nursing Education, and Primary Care Nursing. Also offered is a dual degree/major of MSN/MBA Nursing Administration/Business Administration.

Admission Requirements

Admission to all graduate nursing majors begins with submission of required application forms, letters of recommendation, writing sample, and official transcripts of previous college and university studies. Applications will be received by the Division of Graduate Studies in Nursing. Applications will be kept on file for a period of 18 months. Acceptance into any graduate nursing program will remain valid for a period of 18 months.

To assist in the decision-making process, the Division of Graduate Studies in Nursing reserves the right to require the applicant to:

- Interview with the Committee; and/or
- Take the GRE.

Criteria for regular admission are:

- B.S.N. or B.S. degree with a major in nursing from an accredited program. Registered Nurse applicants who have a non-nursing bachelor's degree and a minimum of 10 years of recent experience in nursing practice may also be considered for admission. These candidates must also submit a portfolio which includes:
 - Current CV/resume including evidence of accomplishments in nursing based on the nine baccalaureate nursing essentials
 - An expanded goal statement, reflecting how they intend to make an impact in nursing with their MSN
- Undergraduate grade-point average of 3.0 on a 4.0 scale from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed.
- Anyone applying to become a student at Indiana Wesleyan University must provide proof that all nursing licenses – whether current or inactive – are unencumbered. Potential students with encumbered nursing licenses will not be considered eligible for enrollment at Indiana Wesleyan University.

- Three letters of recommendation which must include references from: a former instructor, a pastor or someone with whom the applicant has worked in the past year who can attest to the applicant's service record or character, and a direct supervisor.
- Original transcript from the degree granting institution.
- A writing sample will be required, consisting of responses to three questions selected from a provided list.
- At least one year of professional practice. Students applying for admission to the Primary Care Program must have 500 hours of direct contact and/or care for patients within the year prior to admission. Students applying for admission to the Nursing Administration or Nursing Education majors must have 1000 hours of nursing practice within the three years prior to admission.
- A criminal history background check must be completed before registration for any track of the graduate nursing program. Letters of acceptance from the Division of Graduate Studies in Nursing will include instructions for completing the criminal background check. The criminal background check must be completed two weeks before the beginning of the first course. A second criminal background check and drug screen will be required for Primary Care students two weeks before the first clinical course begins. Instructions for the second criminal background check and drug screen will be sent to students by the Division of Graduate Studies in Nursing. Progression in the program may depend on the results of these checks.
- If English is not first language, satisfactory scores from one of the following is required:
 - Test of English as a Foreign Language (TOEFL). For graduate students, a score of at least 600 (paper-based), 250 (computer-based), or 100 (Internet-based) is required for regular academic admission.
 - International English Language Testing System (IELTS). For graduate students, a score of at least 6.5 is required for regular academic admission.
- Master's Degree in Nursing for Post-Master's degree Certificate.

Graduation Requirements

To graduate, students must have completed the following:

- Completion of all core and major requirements for the specific program.
- Minimum grade of "C" in each core course and "B" in each major course.
- Cumulative GPA of 3.00
- The MSN and DNP degree programs must be completed within a maximum of four years from the date of enrollment; the dual MSN/MBA degree program must be completed within a maximum of five years from the date of enrollment.
- All financial obligations must be settled in order to receive a diploma.

Program Requirements

- Successful completion of all Core Courses with a minimum grade of "C" is prerequisite to entering the major.
- A minimum grade of "B" must be earned in all Major Courses.
- All courses must be successfully completed in the sequence prescribed by the program's requirements. Failure to successfully complete a course will result in an administrative withdrawal from the program.
- If GNUR-590 is required for a major, all courses must be successfully completed before beginning this course.
- A grade of "I" in GNUR-590 will require the student to register for GNUR-595 for up to two times. Failure to remove the "I" in GNUR-590 after two registrations in GNUR-595 will result in the grade of "I" being changed to an "F."
- Any student found to have falsified clinical/practicum hours will be immediately dismissed and not allowed to re-enter any graduate nursing program at IWU.
- Primary Care students must have health clearance and documentation of TB, Rubella, and Hepatitis B and any other requirements from the practicum sites for practicums and any other client contact.
- Nursing Education and Nursing Administration students may be required to provide health clearance and proof of immunization.

- Students who maintain continuous enrollment, who make normal progress toward a degree, and who earn their degree within the major program's maximum time from the date of enrollment may meet the graduation requirements as stated in the catalog under which they enrolled.
- Please refer to the Graduate Nursing Student Handbook for a full description of progression policies.
- Practicum Continuation Courses - Students who have satisfactorily completed the didactic portion of a clinical course and have completed all required clinical hours but whose practice skills are not commensurate with faculty/preceptor expectations will be required to register for a Practicum Continuation course. The course will be 10 weeks, and the number of credit hours will be based on the number of clinical hours the student needs to improve skill proficiency based on faculty/Coordinator recommendation (1 credit = 70 clinical hours). Students who fall into this category will receive a grade of "I" for the original course. If the Practicum Continuation course is not completed satisfactorily within 10 weeks, a grade of "NC" will be awarded for the continuation course, and the grade of "I" for the original course will be changed to an "F."

Re-enrollment policy for Primary Care Majors

Any student who withdraws from one or more courses in the graduate nursing Primary Care program must meet the following criteria to progress or re-enroll in the program:

- If more than 6 months have passed since the completion of PYC-612, the student must achieve an 87% on the IWU Pharmacology competency exam.
- If more than 6 months have passed since the completion of PYC-614, the student must achieve an 87% on the IWU Pathophysiology competency exam.
- If more than 6 months have passed since the completion of PYC-652, the student must achieve an 87% on the Advanced Physical Assessment competency exam.
- The Advanced Physical Assessment exam is only offered onsite. The student will be required to conduct a complete history and physical on a client of IWU's choosing, which must include written documentation.
- If the student does not pass the appropriate competency exam(s) at 87%, s/he will be required to audit the pertinent course(s) and satisfactorily pass the appropriate competency exam(s) before being allowed to re-enroll and continue on in the graduate nursing program. A fee will be charged to audit a class.
- The fee for each competency exam is \$100.

MSN - Nursing Administration

The Nursing Administration major is designed to develop sound fiscal and personnel managers who are effective stewards of health care resources. It includes a practicum component as well as courses in organizational behavior, financing and role development. Graduates will be prepared to assume leadership roles within a variety of health care settings. They will also have the foundation necessary to work as a nurse educator within the university setting. Graduates of the program are eligible to apply for certification by the appropriate credentialing body.

Admission and Graduation Requirements for MSN degrees (p. 390)

Nursing Administration - Program of Study

All courses must be completed with a satisfactory grade in order to continue in the program.

Core Courses

All core courses must be completed with a grade of "C" or higher.

GNUR-501	Evidence Based Communication	3
GNUR-513A	Professional Development for Advanced Practice - A	1
GNUR-510	Theoretical Foundations for Advanced Nursing Practice	2
GNUR-525	Ethics and Health Policy	3
GNUR-528	Biostatistics and Epidemiology	3
GNUR-530	Utilization of Research for Evidence Based Practice	3

Major Courses

All major courses must be completed with a grade of "B" or higher.

NRA-671	Professional Role Development for the Nurse Administrator	3
NRA-672	Management of Healthcare Delivery Systems	3
NRA-673	Nursing Leadership and Human Resources	3
NRA-674	Organizational Development	3
NRA-676	Organization and Finance of Healthcare	3
GNUR-513B	Professional Development for Advanced Practice - B	1
GNUR-590	Nursing Investigation	5

Nursing Administration (Post-MBA) - Program of Study

Students who have met all Graduate Nursing admission requirements and have received an MBA from a regionally accredited college or university are eligible for the post-MBA Nursing Administration program.

All courses must be completed with a satisfactory grade in order to continue in the program.

Major Courses

GNUR-501	Evidence Based Communication	3
GNUR-513A	Professional Development for Advanced Practice - A	1
GNUR-510	Theoretical Foundations for Advanced Nursing Practice	2
GNUR-530	Utilization of Research for Evidence Based Practice	3
NRA-640	Introduction to Interprofessional Collaboration	1
NRA-672	Management of Healthcare Delivery Systems	3
NRA-673	Nursing Leadership and Human Resources	3
NRA-678	Advanced Nursing Management	5
GNUR-513B	Professional Development for Advanced Practice - B	1
GNUR-590	Nursing Investigation	5
	Graduate Nursing Elective*	3

**Students must have a 3-credit hour Health Policy Course. If such a course was taken in the MBA, then an approved graduate nursing elective may be substituted. If such a course was not taken, then students must take GNUR-525.*

Total Credit Hours: 0

MSN - Nursing Education

The Nursing Education major is designed to provide a solid theoretical foundation in the art and principles of effective education. It includes a student teaching component as well as courses in curriculum design, adult education and program evaluation. Graduates will become part of the solution to the current nursing shortage as they take jobs in schools and divisions of nursing. However, they will also be prepared to take on educational leadership positions within hospitals, communities and other areas where their skills are needed. Graduates of the program are eligible to apply for certification by the appropriate credentialing body.

Admission and Graduation Requirements for MSN degrees

(p. 390)

Nursing Education - Program of Study

All courses must be completed with a satisfactory grade in order to continue in the program.

Core Courses

All core courses must be completed with a grade of "C" or higher.

GNUR-501	Evidence Based Communication	3
GNUR-513A	Professional Development for Advanced Practice - A	1
GNUR-525	Ethics and Health Policy	3
GNUR-510	Theoretical Foundations for Advanced Nursing Practice	2
GNUR-530	Utilization of Research for Evidence Based Practice	3
GNUR-528	Biostatistics and Epidemiology	3

Major Courses

All major courses must be completed with a grade of "B" or higher.

NRE-660	Health Assessment for the Nurse Educator	2
PYC-614	Advanced Pathophysiology	4
PYC-612	Advanced Pharmacology	4
NRE-661	Leadership in Nursing Education	3
NRE-663	Course Design and Development	3
NRE-665	Innovative Teaching Strategies	3
NRE-667	Program Evaluation and Assessment	3
NRE-669	The Art of Teaching	3
GNUR-513B	Professional Development for Advanced Practice - B	1

Total Credit Hours: 0

MSN - Primary Care Nursing

The Master of Science in Nursing degree with a major in Primary Care Nursing prepares registered nurses as Family Nurse Practitioners (FNP). The focus of Primary Care is the interrelationship of theory, research, and evidence-based practice. Opportunities for development of critical thinking and clinical problem-solving skills are provided throughout the program. Graduates of the program are eligible to apply for nurse practitioner certification by the appropriate credentialing body.

Admission and Graduation Requirements for MSN degrees (p. 390).

Primary Care Nursing - Program of Study

All courses must be completed with a satisfactory grade in order to continue in the program.

Core Courses

All core courses must be completed with a grade of "C" or higher.

GNUR-501	Evidence Based Communication	3
GNUR-513A	Professional Development for Advanced Practice - A	1
GNUR-510	Theoretical Foundations for Advanced Nursing Practice	2
GNUR-525	Ethics and Health Policy	3
GNUR-528	Biostatistics and Epidemiology	3
GNUR-530	Utilization of Research for Evidence Based Practice	3

Major Courses

All major courses must be completed with a grade of "B" or higher.

PYC-602	Professional Role Development for the Advanced Practice Nurse	2
PYC-614	Advanced Pathophysiology	4
PYC-612	Advanced Pharmacology	4
PYC-622	Essentials of Primary Care	2
PYC-652	Advanced Health Status Assessment	3
PYC-681	Primary Care Across the Lifespan I	6
PYC-682	Primary Care Across the Lifespan II	6
PYC-683	Primary Care Across the Lifespan III	6
GNUR-513B	Professional Development for Advanced Practice - B	1

Clinical Attendance Policy - The Primary Care (PYC) clinical courses combine on-site and online workshops within a single course. Students enrolled in these courses are held to a more stringent attendance standard due to the nature of the knowledge presented and its relevance to safe advanced nursing practice. Missing more than one onsite or online workshop during a practicum course will result in a grade of "F" for the course.

Total Credit Hours: 0

MSN/MBA - Dual Degree (Nursing Administration/Business Administration)

The MSN/MBA is a dual degree resulting in Master of Science in Nursing (with a major in Nursing Administration) and a Master of Business Administration. The 60-credit degree will include 30 credits from Nursing and 30 credits coming from Business. The MSN/MBA is designed to meet the worldwide need for principle centered nursing leaders with strong fiscal knowledge and skill. Written problem analysis is required throughout the program, as is the development of presentation skills.

The Nursing curriculum uses American Organization of Nurse Executive Competencies as a focus. A Portfolio is developed using these competencies as a framework. The Business courses focus on economics, accounting, and organizational development as well as significant leadership and management skills.

Graduates will be prepared to assume leadership/administrative roles within a variety of health care settings. Graduates of the program are eligible to apply for certification by nursing administration credentialing bodies.

Progression Policy:

- All Business courses must be completed with a grade of "C" or higher.
- GNUR-513A, GNUR-510, and GNUR-530 must be completed with a grade of "C" or higher.
- NRA-670, NRA-671, NRA-672, NRA-673, NRA-676, NRA-678, and GNUR-513B must be completed with a grade of "B" or higher.
- Failure to successfully complete any Nursing course will result in immediate withdrawal from the program until the course is repeated and a satisfactory grade is earned.
- Students must complete the MSN/MBA Program within five years of matriculation.

Dual Degree (MSN/MBA) - Program of Study

All courses must be completed with a satisfactory grade in order to continue in the program.

Nursing Administration Courses

GNUR-501	Evidence Based Communication	3
GNUR-513A	Professional Development for Advanced Practice - A	1
NRA-670	Interdisciplinary Professional Development	3
GNUR-510	Theoretical Foundations for	2

GNUR-530	Advanced Nursing Practice Utilization of Research for Evidence Based Practice	3
NRA-671	Professional Role Development for the Nurse Administrator	3
NRA-672	Management of Healthcare Delivery Systems	3
NRA-673	Nursing Leadership and Human Resources	3
NRA-676	Organization and Finance of Healthcare	3
NRA-678	Advanced Nursing Management	5
GNUR-513B	Professional Development for Advanced Practice - B	1

Business Administration Courses

MGMT-500	Applied Management Theory	3
STAT-535	Statistics for Business Decision- Making	3
HCAD-513	Healthcare Principles and Policies	3
MGMT-512	Ethical and Legal Aspects of Management	3
COMM-515	Decision-Making and Essential Business Communication	3
MGMT-532	Leadership and Organizational Change	3
FINC-525	Accounting and Finance for Managers	3
ECON-511	Business Economics	3
ACCT-510	Managerial Accounting	3
MGMT-522	Business Strategy and Policy	3

Total Credit Hours: 60**Doctoral Degree**

The School of Nursing offers one doctoral program - the Doctor of Nursing Practice.

The Doctor of Nursing Practice (DNP) is designed to prepare nurses at an advanced level of nursing science. The program emphasizes the development of the student's capacity to impact the clinical setting as a leader and to utilize clinical research to improve and transform health care. The program is based on the understanding that nursing provides services, which include the direct care of individual clients, management of care for populations, administration of nursing systems, and development and implementation of health policy. Advanced practice nurses with practice doctorates will address significant practice issues in a scholarly way, adopt broad system perspectives for health promotion and risk reduction, and act as agents of change to transform client/community care, participate in the ongoing evaluation of health care outcomes, and assist in the translation of research leading to positive nursing practice changes. In keeping with the mission of Indiana Wesleyan University, courses throughout the program will incorporate the integration of faith.

The Doctor of Nursing Practice program will prepare students to:

- Lead healthcare delivery teams to meet the needs of diverse populations.
- Synthesize principles of leadership in the evaluation and resolution of ethical and legal issues within healthcare systems.
- Apply creative and culturally sensitive approaches in the comprehensive assessment of healthcare systems.
- Integrate character, scholarship, and leadership in advanced nursing practice.
- Develop innovative practice approaches based on theories from nursing and other disciplines.

- Influence healthcare policy from an interprofessional perspective to improve health outcomes.

Admission Requirements

Applicants are required to meet the following criteria for consideration:

Application:

- Submission of the Indiana Wesleyan University (IWU) Division of Graduate Studies in Nursing application for the DNP program.
- Submission of the \$50 application fee. (Applicants will not be charged the application fee if they have previously paid the application fee for IWU.)
- A criminal history background check will be conducted at the applicant's expense. Clinical sites may have additional requirements, e.g., immunizations, a second background check and/or drug screen at the student's expense. Admission to and/or progression in the program may depend on your compliance and/or the results of these checks.
- **International/Non-English Speaking Students** - A student who is living in the United States but is not a United States citizen must submit a copy of a visa or permanent resident status during the process of application. Students who do not speak English as their first and primary language must submit satisfactory scores from one of the following prior to admission to the university:
 - Test of English as a Foreign Language (TOEFL). For graduate students, a score of at least 600 (paper-based), 250 (computer-based), or 100 (Internet-based) is required for regular academic admission.
 - International English Language Testing System (IELTS). For graduate students a score of at least 6.5 is required for regular academic admission.

Student visas (I-20's) are not issued for students wanting to enter the United States to enroll in programs offered for adult and graduate students. Student visas (I-20s) are not issued for students wanting to enter the United States to enroll in programs offered for adult and graduate students.

Student visas (I-20s) are not issued for students wanting to enter the United States to enroll in programs offered for adult and graduate students.

Academic and Professional Requirements:

- Submission of official transcript for a completed master's degree in nursing from a regionally accredited college or university and CCNE or NLNAC accredited nursing program. Transcripts from international programs will be individually reviewed.
- Submission of official transcripts from all post-high school educational experiences.
- Satisfactory completion of a graduate level course in statistics (grade of B or higher).
- Earned graduate GPA of 3.25 based on a 4.0 scale or the equivalent.
- A current unencumbered RN license
- A current unencumbered APRN license (if applicable).
- A current resume/curriculum vitae.
- Submission of three professional references, one of which is from a faculty member who can attest to the applicant's performance in their graduate nursing program.
- Submission of a two to three page narrative describing practice experience and professional goals.
- A general idea of a practice related issue that will serve as the focus of the translational research project; include the significance and impact of the project to nursing and healthcare.

General Information Regarding Admission:

- An interview may be requested.

- The number of applicants admitted to the DNP program will be limited. Meeting the minimum admission criteria does not ensure that an applicant will be admitted to the program.
- All students must have a reliable computer and scanner throughout the program. Student computers must be able to run a supported browser for Blackboard.
- In order to complete assignments, students should be able to produce, send, and receive documents that are compatible within the two most recent versions of Microsoft Office, as only the two most recent versions are supported by IWU technology. Computer and Internet connections need to be fast enough to watch streaming videos, participate in live meetings, upload large files, install software, and listen to audio lectures which may be interspersed throughout the program.
- International travel is expected. The cost for flights, accommodations, and some meals have been incorporated into program tuition.
- A current passport is required.
- Some immunizations prior to the international trip may be required as mandated by the CDC.

Graduation Requirements

To fulfill graduation requirements students must have completed all of the following:

- All credits required in the course of studies with a minimum GPA of 3.25.
- No grade less than a "B" in any given course.
- Successful completion, defense, and submission of the Translating Evidence into Nursing Practice Project (TENPP) within two years from the point of completing DNP course work.
- Degree must be completed within four years of matriculation.
- Payment of tuition and fees to receive a diploma.

Program Requirements

Transfer Credits

Students may transfer up to three hours of post-masters credit from a regionally accredited college or university provided:

- The course is clearly comparable to one of the DNP course offerings based on course description and learning outcomes.
- The course is at the 600 or higher numbering system and was not part of the master's degree requirements.
- A grade of "B" or higher was earned in the course.
- The course has been completed within the past five years.
- The course reflects current knowledge-base and best practice.
- The course reflects higher order thinking, study, assessment requirements of the scholarship of discovery.
- Courses containing clinical content are non-transferrable (Advanced Healthcare Policy, Global Healthcare and all TENP I-V courses).
- All project work must be original and accomplished exclusively during IWU DNP enrollment.

Attendance Policy

The doctoral program is a blend of onsite residencies and interactive online workshops. Students are required to attend all onsite residencies and substantively engage in all interactive, online and prescribed learning activities.

- Residency Attendance - Three, four-day residencies are held on the Marion campus during the program. Residency dates will be posted in advance. Attendance at all residency sessions is mandatory. Transportation to and from campus, lodging and meals are at the student's expense.

- **Online Attendance** - Attendance is determined by activity during a workshop, either through discussions or assignments. A student is reported absent for a workshop if there is not at least one submission (or posting of an assignment or in a discussion forum assigned during that workshop. A student may be allowed one online absence per course.
- **Excessive Absences** - If a student exceeds the allowed absences and does not contact the Office of Student Services to officially withdraw before the first day of the last workshop, the professor is directed to issue the grade of "F" and the student will be withdrawn from the program.
- **Leave of Absence** - Students are expected to take courses in the predetermined sequence. Students who are unable to participate in a course due to unavoidable circumstances must arrange for a temporary leave of absence with the Office of Student Services prior to the beginning of the course and/or block. Students who withdraw while in a course may do so with permission of the DNP Coordinator and by arrangement with the Office of Student Services prior to the start of the first day of the last workshop of the course, but the regular refund and academic withdrawal policies apply.

Residency

Residency for the doctoral program is satisfied by attending three onsite residencies in Marion. These residencies are four days in length. Students are expected to be in attendance throughout the residency and are not allowed an absence from required workshops, events, or class sessions that are scheduled during the residency. Business casual is the expected attire. Students are expected to follow the community lifestyle statement of the university while on campus. This includes refraining from the use of alcohol, tobacco, and unethical or illegal activities.

- Residency I – Orientation to the DNP Program
- Residency II – TENPP proposal defense
- Residency III –TENPP defense

Reenrollment

A student who wishes to re-enroll in the DNP program will first complete a Request for Re-enrollment form and forward to the DNP Coordinator for approval. Following approval, the student may re-enroll in the program through the Office of Student Services and will agree to follow the prescribed plan of study.

Satisfactory Academic Progress

Students enrolled in the DNP program are regarded as members of the academic community of Indiana Wesleyan University and are responsible for conforming to the standards of conduct for adult learners. Continued enrollment in the program is at all times subject to review of the student's academic record and of the student's actions with regard to observance of university policies and regulations. Policies and regulations can be found in the *School of Nursing Student Handbook (located within each course)*.

Incomplete Grades - Students are expected to complete the course requirements by the last day of the final workshop. There may be instances when crisis circumstances or events prevent the student from completing requirements in a timely manner. In these rare situations, a grade of "I" (incomplete) may be issued after completing the following process:

- The student must request in writing an "I" from the instructor.
- The instructor must obtain approval in writing from the Division Chair.

A grade of "incomplete" may be granted only for extenuating circumstances. A student who receives an "incomplete" has 10 weeks from the final meeting date of the course to complete course requirements and turn them in to the instructor. If, at the end of the 10-week extension, the student has failed to complete the course requirements the "incomplete" will become an "F." An incomplete cannot be issued if the student fails to meet the attendance requirements.

Progression - Two courses are offered during each 10-week block. Both courses must be satisfactorily completed with a grade of "B" or above before progressing into the subsequent block.

Probationary Status - Students enrolled in the DNP program will be placed on probation if their GPA falls below 3.25.

Students are given two consecutive blocks to satisfactorily raise their GPA. The GPA is reviewed after the second block, and if it has been successfully raised, the probationary status is removed. Academic suspension will result if the student's GPA is not successfully raised.

In all cases, the suspension will occur once the grades have been recorded in the Registrar's Office. Students will be notified of the academic suspension in writing. Application for readmission may be made after six months. The application must be made in writing to the Dean of the School of Nursing.

Academic Suspension - Academic suspension will result if:

- A student fails to clear the academic probationary status within the probationary period of two consecutive courses.
- A student with more than one incomplete on record is subject to academic suspension.

Academic Dismissal

- Upon a second academic suspension in the same program, a student is not eligible to reapply to Indiana Wesleyan University.
- When a student has taken a course twice and failed to achieve a satisfactory grade, the student is ineligible to reapply for admission into the program in which the course was repeated.
- Students dismissed due to plagiarism are ineligible for readmission to the program.
- Students who fail to complete the program within four years will be administratively withdrawn.

Clinical Hours

A minimum of 1000 graduate level clinical hours are required to be eligible for graduation. Clinical hours may be a culmination of clinical practica hours completed during the nursing master's degree and the DNP. A maximum of 500 clinical hours may be transferred from a master's level clinical experience. Applicants who cannot provide documentation of clinical hours completed at the MSN level may provide proof of APRN certification, which provides evidence of a minimum of 500 clinical hours. In this circumstance, 500 clinical hours will be accepted. Other validated exceptions may be considered on an individual basis.

Clinical hours may be accrued by completion of work or projects as approved by the course faculty or the DNP Coordinator. All clinical hours must be validated by a faculty member who can attest to the completion of logged hours. A validated and signed record of clinical hours will be required. Further explanation of clinical hours can be found in the TENPP Manual.

Degree Completion Limits

The DNP program is designed as a lock-step curriculum to be completed in less than two years. Program completion must be accomplished within four years. Students who do not maintain continuous enrollment with their original cohort and curriculum will be required to join a new cohort (as space is available), adapt to all subsequent curricular changes and TENPP manual changes, and incur any changes in program charge or cost. Any exceptions to this policy must be requested in writing to the DNP Coordinator with the final decision resting with the Student Life Council.

TENPP Continuation

Doctoral students not completing the TENPP by the end of the second year will be required to maintain continuous enrollment. Students will enroll in a one-hour TENPP Continuation course (DNP-900) continuously until the TENPP is successfully defended. Students will pay the one-credit-hour course tuition and any required fees to maintain continuous enrollment. Each continuation course will be 10 weeks in length. The maximum number of continuation courses will be seven.

DNP - Doctor of Nursing Practice

DNP - Program of Study

Core Courses

All courses must be completed with a satisfactory grade in order to continue in the program.

DNP-801	Translating Evidence Into Nursing Practice (TENP) I	1
DNP-710	Science of Nursing DNP Residency I (Marion Campus -	3

	4 days)	
DNP-802	Translating Evidence into Nursing Practice (TENP) II	1
DNP-870	Critical Inquiry and Data Management	3
DNP-715	Systems and Organizational Leadership	3
DNP-803	Translating Evidence Into Nursing Practice (TENP) III DNP Residency II (Marion Campus - 4 days)	1
DNP-750	Information Management	3
DNP-804	Translating Evidence Into Nursing Practice (TENP) IV	2
DNP-730	Applied Population Health	3
DNP-820	Advanced Healthcare Policy	3
DNP-830	Global Healthcare	4
DNP-840	Resource Management in Healthcare	3
DNP-805	Translating Evidence Into Nursing Practice (TENP) V DNP Residency III (Marion Campus - 4 days)	1

Post Master's Degree Certificate Programs

Post Master's Degree Certificate

An individual with a Master's degree in Nursing from an accredited nursing program may apply to complete a post master's degree certificate in any of the graduate nursing majors. Master's degree prepared nurses who complete the course of study are eligible to seek certification from the appropriate credentialing body.

Students applying for a post master's certificate as a Family Nurse Practitioner must have 500 hours of advanced practice direct contact and/or care for patients with the year prior to admission. Students applying for a post master's certificate in Nursing Education or Nursing Administration must have 1000 hours of nursing practice within the three years prior to admission.

The following plans of study apply only if a student fits one of the following categories:

- Is not a Nurse Practitioner but has a master's degree in nursing
- Is an Adult Nurse Practitioner
- Is a Family Nurse Practitioner
- Is a Gerontological Nurse Practitioner

To be admitted to a post master's degree certificate program, the student must have a Master's degree in Nursing, and meet all graduate nursing admission requirements.

Post Master's Degree Certificate - Program of Study

Plan of Study for Family Nurse Practitioner Post Master's Certificate

(Applicant is not an NP and has met the 500 hour requirement)

PYC-502	Professional Role Development for the Nurse Practitioner	3
PYC-514	Advanced Pathophysiology	4
PYC-512	Advanced Pharmacology for Primary Care	4
PYC-522	Essentials of Primary Care	2

PYC-552	Advanced Health Status Assessment	4
PYC-530	Primary Care of Adults	7
PYC-532	Primary Care of Children	5
PYC-535	Primary Care of the Family	4

Plan of Study for Family Nurse Practitioner Post Master's Certificate

(Applicant is an NP and has met the 500 hour requirement)

PYC-502	Professional Role Development for the Nurse Practitioner	3
PYC-522	Essentials of Primary Care	2
PYC-532	Primary Care of Children	5
PYC-535	Primary Care of the Family	4

Plan of Study for Family Nurse Practitioner Post Master's Certificate

Applicant is an NP and has not met the 500 hour requirement

PYC-514	Advanced Pathophysiology	4
PYC-512	Advanced Pharmacology for Primary Care	4
PYC-552	Advanced Health Status Assessment	4
PYC-502	Professional Role Development for the Nurse Practitioner	3
PYC-522	Essentials of Primary Care	2
PYC-532	Primary Care of Children	5
PYC-535	Primary Care of the Family	4

PYC-514, PYC-512, and PYC-552: student may choose to take an exam (exam score must be at least 87%) or take the course to fulfill this requirement

Plan of Study for Nursing Administration Post Master's Certificate

GNUR-570	Professional Role Development for the Nurse Administrator	3
GNUR-572	Management of Health Care Delivery Systems	4
GNUR-574	Organizational Behavior	4
GNUR-576	Organization and Finance of Health Care	4
GNUR-578	Advanced Nursing Management	5

Plan of Study for Nursing Education Post Master's Certificate

GNUR-562	Professional Role Development for the Nurse Educator	3
GNUR-564	Curriculum Design and Evaluation	4
GNUR-568	Teaching and Learning Strategies	5
GNUR-566	Program Evaluation and Assessment	3
GNUR-569	Advanced Nursing Instruction	5

School of Health Sciences

The Indiana Wesleyan University School of Health Sciences is committed to creating, disseminating, preserving and applying knowledge in graduate health professions to include public health, athletic training, occupational therapy and physical therapy. The School of Health Sciences is devoted to teaching, scholarship, research, and clinical practice. We seek to improve health and quality of life for people through a Christ-centered ministry of healing by providing learner-centered education, clinical care and community engagement for underrepresented communities. With a commitment to excellence, the school serves local, state, national and international citizens.

Mission

The IWU School of Health Sciences is committed to developing compassionate graduates that are clinically, professionally and culturally competent for careers in public health, athletic training, occupational therapy, physical therapy and related health professions.

Vision

The Indiana Wesleyan University School of Health Sciences seeks to become an influential provider of clinical, interprofessional, and culturally competent health and human service professionals at the local, state, national and global levels for the Christian community.

Communication with the School of Health Sciences

Address:	4201 South Washington Street Marion, Indiana 46953-4974
General Information:	Switchboard: 765-674-6901; 866-GO-TO-IWU; geninfo@indwes.edu
Administration:	SHS - Academic Affairs: 765-677-2035
Admissions:	Adult Enrollment Services: 1-800-468-6498, ext. 2860; 765-677-2860
Student Account Services, CAS:	Billing: 765-677-2122 Cashier: 765-677-2411 Student Account Services, CAS: howtopay@indwes.edu
Financial Aid:	765-677-2116; Scholarships and Financial Assistance: finaid@indwes.edu
Residential Academic Services:	765-677-2131; Registration, Course Information: ResAcadServ@indwes.edu
Registrar's Office:	765-677-2131; Transcripts and Academic Information: registrar@indwes.edu
School of Health Sciences:	765-677-2035

Policies and General Information - School of Health Sciences

Academic Information - Graduate Studies in the School of Health Sciences

Academic Calendar - Graduate courses are offered under the semester hour system. Each major consists of required courses taught in various formats, including but not limited to onsite, online, and blended learning modalities, taken sequentially within a term-based structure.

Catalog Governing Graduation - Students must meet the graduation requirements as stated in the university catalog under which they enrolled. Students who maintain continuous enrollment, who make normal progress toward a degree, and who earn their degree within the time frame established by the School of Health Sciences must meet the graduation requirements as stated in the catalog under which they enrolled. **Students who withdraw from Indiana Wesleyan University for more than six months will meet the graduation requirements as stated in the catalog under which they resume enrollment.**

Core Requirements - The integrity of the graduate programs requires that the core courses be met at Indiana Wesleyan University. Students are required to complete all core program courses with a passing grade in order to maintain enrollment with their cohort. In general, no waivers are allowed for courses taken at other colleges/universities.

Final class dates as established by the calendar will be the final date for completion of the core curriculum. No compressing or doubling of core work is permitted to accommodate earlier completion or graduation schedules.

Academic Advising

Every student is personally responsible to meet all requirements, including but not limited to stated competencies, grade-point indexes, specified courses, total numbers of credits in each stated area of study, and total number of credits for the degree program identified in the catalog at the time of enrollment.

An advisor is assigned to each student and is available to discuss academic program requirements and other program information. Each student has access to their academic record and degree/major requirements via the Internet and portal.

Academic Standing - Graduate Studies in the School of Health Sciences

Placement on Probation - Students enrolled in a School of Health Sciences graduate program will be placed on probation if their GPA falls below 3.0.

Students are given two consecutive terms to satisfactorily raise their GPA. The GPA is reviewed after the second term and if it has been successfully raised, the probationary status is removed. Academic suspension will result if the student's GPA is not successfully raised.

Academic Suspension - Academic suspension will result if:

- A student fails to clear the academic probationary status within the probationary period of two consecutive terms.
- A student has taken a course twice and failed to achieve a satisfactory grade. When this occurs, the student is ineligible to reapply for admission into the program in which the course was repeated.

In all cases, the suspension will occur once the grades have been recorded in the Registrar's Office. Students will be notified of the academic suspension in writing. Application for readmission may be made after six months. The application must be made in writing to the Dean of the School of Health Sciences.

Academic Dismissal - Upon a second academic suspension in the same program, a student is not eligible to reapply to Indiana Wesleyan University.

Admission and Registration - Graduate Studies in the School of Health Sciences

Indiana Wesleyan University welcomes applications for admission from any academically qualified person whose motivation is in keeping with the university's purposes. Admission is based on the careful review of all credentials presented by an applicant, but in no case is admission denied due to race, color, national origin, disability, religion, or sex. Students are admitted in one of the following categories:

- **Regular** - Students who satisfactorily meet all requirements will be granted standard admission with no restrictions.
- **Probation** - Students with an entering grade point average (GPA) which falls below the minimum required by the program may be accepted on probation. Probationary status will be removed after the student has completed the first term of the core

with a satisfactory GPA (3.0). In case of extended probation, the number of courses to be completed in order to change status will be determined by the Dean of the School of Health Sciences. Any student failing to remove the probationary status will be academically suspended from the program.

International/Non-English Speaking Students - A student who is living in the United States but is not a United States citizen must submit a copy of a visa or permanent resident status during the process of application. Students who do not speak English as their first and primary language must submit satisfactory scores from one of the following prior to admission to the university:

- Test of English as a Foreign Language (TOEFL). For graduate students, a score of at least 600 (paper-based), 250 (computer-based), or 100 (Internet-based) is required for regular academic admission.
- International English Language Testing System (IELTS). For graduate students, a score of at least 6.5 is required for regular academic admission.

Student visas (I-20's) are not issued for students wanting to enter the United States to enroll in programs offered for adult and graduate students.

Registration - Registration occurs at the beginning of the student's core program. When students submit their intent to enroll form, they are registered for all courses within the major. Therefore, if a student needs to miss an individual course, official withdrawal must be made through Residential Academic Services. Staff will work with the Division Chair and the student to make arrangements to retake this class with another core group at a time that will minimize the impact on the student's financial aid. Students need to be aware that temporary withdrawals could impact their eligibility to receive financial aid based on the standards outlined in IWU's Satisfactory Academic Progress.

A student who has failed to make arrangements for the payment of tuition for a course will have registration in that course cancelled.

Attendance Policy - Graduate Studies in the School of Health Sciences

Because of the delivery method of the graduate programs, attendance is required and monitored. Students are expected to be present for onsite class sessions and participate in online activity. Absences are allowed as follows:

- Under emergency circumstances, a student may be allowed one absence in courses that are five class sessions or fewer in length. Students need to contact the faculty member regarding make up work.
- Under emergency circumstances, a student may be allowed two absences in courses that are six or more class sessions in length. Students need to contact the faculty member regarding make up work.

If a student exceeds the allowed absences and does not contact Residential Academic Services to officially withdraw before the last class session, the instructor is directed to issue the grade of "F". Students who never attend a class and do not withdraw will be administratively withdrawn from the course and from all subsequent courses. Student must then go through the normal readmittance process.

Students who must miss a course due to unavoidable circumstances must arrange for a withdrawal with Residential Academic Services prior to the beginning of the course. Students needing to withdraw while in a course may do so by arrangement with Residential Academic Services prior to the end of the course, but the regular refund and academic withdrawal policies apply. Students will be charged a \$100 withdrawal fee.

Faculty members reserve the right to factor lateness, early departures, and class attendance into a student's grade, as long as it is addressed in the syllabus.

Onsite Attendance Policy – The nature of the graduate programs requires students to attend all class sessions. Class attendance records are maintained by the faculty member and submitted to Residential Academic Services. Students are expected to be present when class begins and remain the entire class. Only under emergency circumstances, a student may be allowed one absence in any class.

Online Attendance Policy – Attendance is determined by activity during a class, either through discussions or submission of assignments. A student is reported absent for a class if there is not at least one submission (or posting) of an assignment or in a discussion forum assigned during a grading period. This will be further clarified in a faculty's syllabus.

School of Health Science students are expected to attend all sessions of classes for which they are registered. Official excuses may be given by the Dean of the School of Health Sciences for absences due to university-sponsored activities, for illness requiring hospitalization, death of a first-degree relative, or other emergencies. Faculty may not give a penalty for a university-

approved absence. The student is responsible directly to the instructor for all classes missed and to see that all work is made up. A student failing to attend classes and not withdrawing officially will receive a grade of "F."

Students may be administratively withdrawn from any registered class that is not attended by the last day to drop a class in any term.

Grading and Evaluation

A letter grade is used in evaluating the work for a course. For the purpose of determining scholastic standing and awarding honors, grade points are granted according to the letter grades and semester hours of credit. The grade point average (GPA) is the number of quality points earned at IWU divided by the number of credit hours attempted at IWU.

Grade	Quality Points (per credit)	Definition
A	4.0	Superior
A-	3.7	
B+	3.3	
B	3.0	Above Average
B-	2.7	
C+	2.3	
C	2.0	Average
C-	1.7	
D+	1.3	
D	1.0	Passing
F	.0	Failure (Also given for unofficial withdrawals)

The following grades are not figured into the GPA:

W	Passing work at time of official withdrawal
I	Incomplete
CR	Credit
NC	No Credit
AU	Audit

Repeated Courses - A student may repeat once any course in which a grade below "C" ("C-," "D+," "D," or "F") was previously earned. Some specific graduate level courses are identified as repeatable and can be repeated if a student earns a grade higher than "C" but below the level required for that specific course. The course may be repeated once.

Whenever a course is repeated, the last grade and credits earned replace the previous grade in computing the student's grade point average (GPA). All entries, however, remain a part of the student's permanent academic record. Duplicate credit hours are not given for two or more passing efforts. A course taken in a classroom format may not be repeated for a grade through independent learning.

Since a course may be repeated once, failure to achieve a satisfactory grade in a course after two attempts will result in academic suspension and ineligibility to complete the major in which the course was repeated.

Incomplete Grades - Students are expected to complete the course requirements by the last class session. There may be instances when crisis circumstances or events prevent the student from completing the course requirements in a timely manner. However, the issuance of an incomplete cannot be given if the student fails to meet the attendance requirements. In these rare situations, a grade of "I" (incomplete) may be issued but only after completing the following process:

- The student must request an "I" from the instructor.

- The instructor must obtain approval from the appropriate Program Director.

Because "incompletes" are granted only for extenuating circumstances, the student's grade will not be penalized.

A student who receives an "incomplete" has 10 weeks from the final meeting date of the course to complete course requirements and turn them in to the instructor. If, at the end of the 10-week extension, the student has failed to complete the course requirements in order to receive a passing grade, the "incomplete" will become an "F." A student with more than one incomplete on record is subject to academic suspension.

Grade Reports - At the end of each course, the instructor submits grades for each student. Grade reports are available online to the student and indicate courses taken, credits received, and grades assigned.

Transcripts - The student's official transcript is prepared by the Indiana Wesleyan University Registrar's Office and will show the course, grade, credit, and dates of instruction for each course. Requests for transcripts of coursework at Indiana Wesleyan University must conform with the Privacy Act of 1974, which requires that all transcript requests be submitted in writing and signed by the student, for protection of the student's confidentiality. A transcript is official only when it bears the university seal.

It is university policy not to release a transcript if the student owes anything to the university or if he or she is delinquent on any loan received through Indiana Wesleyan University. A \$3 fee is charged for each transcript and must be enclosed, along with a complete address to which the transcript is to be mailed. Please provide a current address if request is to be sent to student's home. Students requesting a transcript should write to the Indiana Wesleyan University Registrar's Office, 4201 South Washington Street, Marion, IN 46953. For more information, call 1-765-677-2966 or <http://www.indwes.edu/Academics/Registrar/Transcript>.

Graduation - Graduate Degree Programs

Graduation Ceremonies - IWU graduation ceremonies are held three times a year. Degrees are conferred and posted to the student's transcript on these three dates only.

Eligible students are notified by Residential Academic Services of procedures and requirements concerning graduation.

Each student must complete an "Application for Graduation" provided by Residential Academic Services. This application indicates the student's intent to graduate and initiates the final evaluation of the student's academic record.

Students are also asked to inform the university as to whether they will be attending the ceremony. This allows the university to determine the number of tickets available for students who are attending. If a student cannot attend graduation due to unforeseen circumstances, the degree is still conferred; however, attendance at a future graduation is not an option.

Graduation Requirements - All requirements must be met and transcribed by the date established by Residential Academic Services. Students taking internal or external coursework need to make sure that transcripts, grades, and scores can be received and transcribed by the deadline date.

Students may receive one degree only per commencement. Students meeting requirements for more than one degree must apply for and participate in two different ceremonies. Any university-approved dual degree program is an exception to this policy.

Students who have received a degree from IWU and have returned to meet requirements for an additional major at the same degree level will have the second major posted to their existing degree. The second major can only be posted at one of the three conferral dates, and students receiving the second major are not eligible to participate in another graduation ceremony.

Diplomas - Diplomas are mailed after the conferment of degrees. Diplomas indicate degree earned, date of degree, major, specialization, and honors. A student's financial account must be settled to receive a diploma.

Leave of Absence Policy

Indiana Wesleyan University understands there are life events that may require a student to modify class enrollment and schedules. The leave of absence policy is designed to allow students flexibility in their program enrollment to adjust to these life events. The leave of absence policy also extends to students the ability to make up any courses missed during the approved leave.

A student on an approved leave of absence will be considered enrolled at IWU and eligible for an in-school deferment for student aid loans. Federal financial aid and in-school deferment may be negatively impacted if a student fails to apply for the leave of absence or if the application is denied. **This impacts students who receive Title IV federal financial aid (Federal**

Pell Grants, Federal Supplemental Grants, Federal Stafford Subsidized or Unsubsidized Loans, Federal Parent Loans) or who want to have a federal student loan deferred from payment while in school.

Students who will be out of attendance for a period of 29 days or more should request a leave of absence. Students out of class for less than 29 days are not eligible for a leave of absence, and a recalculation on current financial aid will be done. Students who are not on federal financial aid programs or who do not have a federal loan in deferment are not required to request a leave of absence. However, the approved leave of absence will result in the \$100 registration change fee being waived.

Students needing to make a change in their schedule need to contact Residential Academic Services to process the registration change. At that time, the leave of absence request form will be mailed to the student. The Leave of Absence Application can be downloaded or can be requested by calling Residential Academic Services. Students must request the leave within 21 days of initiating the registration change. The request for a leave of absence should be made prior to the date the leave is to start. The start date of the leave is the first date of the class or, if the class has already started, the date the registration change is initiated.

An approved leave of absence must meet the following criteria: the request must be received within 21 days of the registration change; the request must be made prior to the start of the leave (first day of class); the reason for the request must be one approved by IWU's Leave of Absence Committee (military, medical, jury duty, loss of job, family emergency, employment emergency, transfer of coursework, passing pre-requisite requirement, transfer of core groups, changing programs, administrative cancelation of core classes, or other reasons as approved by the Leave of Absence Committee); appropriate documentation must be submitted if the request is submitted after the leave has started; the student must have an expected date of return; and, the leave of absence together with any additional leaves of absence must not exceed a total of 180 days in any 12-month period.

Documentation is required if the request for the leave of absence is made after the beginning date of the leave of absence and needs to address the nature of the reason for the request. Documentation for each circumstance will vary; the student is required to provide whatever paperwork from a third party will attest to the circumstance outlined on the application form. Examples would include physicians' statements, letters from employers, letters from pastors or counselors, court documents, etc. Documentation is also required if a request is submitted after the 21-day deadline, and needs to address the reason for the delay in the submission of the request.

The leave of absence together with any additional leaves of absence must not exceed a total of 180 days in any 12-month period. Time in excess of 180 days will not be approved. A student may request an extension to a leave providing the request is made before the end of the leave, there are unforeseen circumstances which prevent the return from the leave, and the total number of days of approved leave do not exceed 180 in a 12-month period. A maximum of two leaves of absence are allowed during a 12-month period.

Failure to return from an approved leave of absence nullifies the approved leave and may have an impact on student loan repayment terms as well as the grace period. The first day of the leave will be reported as the beginning of the grace period for loan deferment. Students may return early from an approved leave of absence prior to the leave end date. The leave will be shortened according to the student's return date.

Students will not receive disbursements of Title IV student loan financial aid funds during the leave. Students are not deferred from making regularly scheduled payments to the Accounting Office for normal fees incurred. Any change in registration can impact current financial aid regardless of approval or denial of the leave of absence request. Questions about impact on current financial aid should be directed to the Financial Aid Office at 800-621-8667, ext. 2516. Students on an approved leave of absence will be reported as such and will be eligible for in-school deferment of previous loans. Students whose request for a leave of absence is denied will be reported as withdrawn and the grace period for loan repayment will go into effect.

Petitions, Appeals, Grievances - School of Health Sciences

During a student's academic career, there may be occasion to file a petition, an appeal or a grievance.

- A petition is used to request an exception to an academic policy.
- An appeal is used either to request a change in grade or to appeal the decision of a petition.
- An academic policy and non-academic policy grievance involves those situations in which a student believes that the university has not followed published policies regarding an academic or non-academic decision or discrimination based on race, national origin, color, sex, disability, or age, including Title VI, Title IX, and Section 504.

Students taking courses outside of the School of Health Sciences are expected to follow the guidelines established by the Principal Academic Unit (e.g., School of Nursing, College of Arts and Sciences, College of Adult and Professional Studies) from which the course is taken for matters pertaining to courses/classes/policies.

Academic and Non-academic Policy Appeal - School of Health Sciences

An academic policy appeal involves only those situations in which a student is seeking recourse from (a) a university academic petition decision; or (b) alleged discrimination on the basis of race, national origin, color, sex, disability, or age, including alleged violation of Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments Acts of 1972, Section 504 of the Rehabilitation Act of 1973, the American with Disabilities Act of 1990, or other state or federal legislation.

Examples of academic policies include but are not limited to admission criteria, readmission criteria, etc. Each stated time frame will be the ordinary process. More time may be necessary in the event of a lengthy investigation, hearing, illness, or other unforeseen circumstances.

All non-academic policy appeals will be reported to the Chair of the School of Health Sciences Student Life Council. Because the appeal process is a private university administrative process, legal counsel or representation is inappropriate.

A student who wishes to file such an appeal will abide by the procedures that follow:

1. Level 1 - The student must first contact the person or the department responsible for the policy to request an exception to the policy to resolve the question informally. Such contact must occur within 10 days of the incident that generates the request for exception.
2. Level 2 - If the matter is not satisfactorily resolved at level one, the student may submit a written request within 10 days of the level one decision to the Dean of the School of Health Sciences for a review by the Student Life Council, which is comprised of the personnel and students from the School of Health Sciences. The request from the student should include thorough documentation supporting the student's claims. The Chair of the School of Health Sciences Student Life Council will communicate the committee's findings and decision to the student.
3. Level 3 - If the complaint is not satisfactorily resolved at level two, the student may submit a written request within 10 days of the level 2 decision to the Chair of the School of Health Sciences Student Life Council for a review by the Dean, School of Health Sciences. Appeals at this level will be considered only to ensure that University procedures were followed in levels one and two. The request from the student should include thorough documentation supporting the student's claim and reference why the decision at level two is deemed unsatisfactory. The Dean will consider the situation and will inform the student of the decision, which will be final.

Academic Policy Grievance - School of Health Sciences

An academic policy grievance involves those situations in which a student believes that the university has not followed published policies regarding an academic decision or discrimination based on race, national origin, color, sex, disability, or age, including Title VI, Title IX, and Section 504.

Each stated time frame will be the ordinary process. More time may be necessary in the event of a lengthy investigation, hearing, illness, or other unforeseen circumstances.

All academic policy grievances will be reported to the Chair of the School of Health Sciences Student Life Council. Because the grievance process is a private university administrative process, legal counsel or representation is inappropriate.

A student who wishes to file an academic policy grievance must follow these procedures:

1. Level 1 - The student must first contact the person whom the student believes did not follow published policies, within 10 days for a full explanation of the policy and how the policy was followed.
2. Level 2 - If the policy was not followed or the student disputes the way in which the policy was applied, then the student may request that the Dean of the School of Health Sciences review the matter by filing a form requesting such a review. This form may be obtained from the office of the School of Health Sciences. If the complaint involves the Chair, the student may request that the Dean, School of Health Sciences, review the matter. If a properly completed form is not received by the university within 20 days of the date on which the event that gave rise to the complaint occurs, then the student will forfeit any further right to appeal. The Chair (or, if applicable, the Dean of the School of Health Sciences) will notify the student of the decision.
3. Level 3 - If the matter is not satisfactorily resolved, then the student may request that the School of Health Sciences Student Life Council review the matter by filing a form requesting a committee review. This form may be obtained from the Office of the Dean, School of Health Sciences. If the university does not receive a properly completed form within 10 days of the

date on which the decision notice in level two was sent, then the student will forfeit any further right to appeal. The School of Health Sciences Student Life Council will notify the student of its decision, which will be final.

Grade Appeal - School of Health Sciences

Indiana Wesleyan University follows generally accepted college and university practice in the development of academic policies, the operation of classrooms, and use of grading techniques. The university allows its instructors independence in following generally accepted practices. A student who wishes to appeal a course grade must abide by the procedures that follow.

Each stated time frame will be the ordinary process. More time may be necessary in the event of a lengthy investigation, hearing, illness, or other unforeseen circumstances. All grade appeals, with all documents, recommendations, and decisions, will be reported to the Dean of the School of Health Sciences. Because the appeal process is a private university administrative process, legal counsel or representation is inappropriate.

Grade Appeal

A grade appeal involves only those situations in which a student believes that an instructor (a) has not followed fair grading practice or (b) has not followed his or her published grading policy. A student who wishes to appeal a grade based on one or both of these reasons must follow these procedures:

Informal Process:

1. The student should contact the professor for a full explanation of the grade given and the basis for making the grade within 10 days of the posting of the grade.
2. The informal process may be ended at any time and the complainant may begin the formal procedure by submitting a written grade appeal form within 20 days of the posting of the grade. Grade appeal forms are available from the office of the School of Health Sciences.

Formal Process:

Step 1

1. If there is no resolution during the informal process, the student may file a grade appeal request form, which can be obtained from the office of the School of Health Sciences. If a properly completed grade appeal request form is not received by the university within 20 days of the date the student's grade was posted, then the student will forfeit any further right to appeal.
2. If the matter involves the Chairperson as faculty, the student may request that the Dean of the School of Health Sciences review the matter.
3. After the university receives the grade appeal request form, it will be forwarded to the instructor along with a faculty grade appeal response form. The chairperson will notify the faculty member of the appeal and its nature and seek to mediate the dispute through the following steps:
 - Discussion of the facts of the case seeking resolution within 10 days.
 - If the faculty member's stated policy for calculating the grade has not been followed, the chairperson will insist that it be followed. The role of the chairperson or dean is not to re-grade the assignment(s).

Step 2

1. If the instructor agrees that the grade should be changed, the faculty will be instructed to change the grade and the academic record will be updated.
2. If the instructor does not agree that the grade should be changed, the Chair will request a second reading of the specific paper or examination by two faculty members with knowledge in the academic discipline. They will submit their completed rubrics or evaluations to the Chair within 10 days.
3. The grade appeal form, faculty response form, and the evaluation of the specific paper or examination will be submitted to the School of Health Sciences Student Life Council.
4. Upon receipt of the request for council review from the student, the matter will be brought to the next regularly scheduled School of Health Sciences Student Life Council meeting. (NOTE: The Council reserves the right to seek clarification from the student, additional graders, or the instructor). If the matter involves a member of the council, then that individual will recuse himself/herself from deciding the appeal.

5. The Council will notify the student of its decision, which will be final.
6. The complainant will be notified of results at each step of the grade appeal process. All grade appeals, with all papers, recommendations, and decisions related to federal or state regulations, will be reported to the Dean of the School of Health Sciences.
7. Depending on the situation, the timeline may be expedited.

Non-academic Policy Grievance - School of Health Sciences

A non-academic grievance involves only those situations in which a student (a) believes that the university has not followed published policies regarding a non-academic decision or program, policy, or (b) alleges discrimination on the basis of race, national origin, color, sex, disability, or age, including alleged violation of Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments Acts of 1972, Section 504 of the Rehabilitation Act of 1973, the American with Disabilities Act of 1990, or other state or federal legislation.

Each stated time frame will be the ordinary process. More time may be necessary in the event of a lengthy investigation, hearing, illness, or other unforeseen circumstances.

All non-academic policy grievances will be reported to the Chair of the School of Health Sciences Student Life Council. Because the grievance process is a private university administrative process, legal counsel or representation is inappropriate.

A student who wishes to file such an appeal will abide by the procedures that follow:

1. Level 1 - The student must first contact the person or the department concerned whom the student believes did not follow published policies for a full explanation of the policy and how the policy was followed to resolve the dispute informally. Such contact must occur within 10 days of the incident that generates the dispute.
2. Level 2 - If the matter is not satisfactorily resolved at level one, the student may submit a written request within 10 days of the level one decision to the Dean of the School of Health Sciences for a review by the Student Life Council, which is comprised of the personnel and students from the School of Health Sciences. The request from the student should include thorough documentation supporting the student's claims. The Chair of the School of Health Sciences Student Life Council will communicate the committee's findings and decision to the student.
3. Level 3 - If the complaint is not satisfactorily resolved at level two, the student may submit a written request within 10 days of the level 2 decision to the Chair of the School of Health Sciences Student Life Council for a review by the Dean, School of Health Sciences. Appeals at this level will be considered only to ensure that University procedures were followed in levels one and two. The request from the student should include thorough documentation supporting the student's claim and reference why the decision at level two is deemed unsatisfactory. The Dean will consider the situation and will inform the student of the decision, which will be final.

Withdrawal/Change in Status - Graduate Studies in the School of Health Sciences

A student who finds it necessary to withdraw from the program or to take a temporary leave of absence is required to contact Residential Academic Services to complete this process. Students in an online course must request the withdrawal prior to the beginning of the last workshop. Failure to initiate an official withdrawal will result in a "No Credit" or an "F" grade for the student in those related courses. Students withdrawing from a class or transferring to another core group will be charged a \$100 withdrawal fee.

A student who is temporarily withdrawing may request an individual leave of absence up to 180 days in a 12 month period. A student cannot request more than two leaves during a 12 month period, and the total number of days on leave may not exceed 180 days within a 12 month period. All leaves must be requested through Residential Academic Services.

If a student officially withdraws after a course has started, a grade of "W" will be assigned. An "F" will be assigned to a student who stops attending but does not officially withdraw. Students who never attend a class and do not withdraw will be administratively withdrawn from the course and from all subsequent courses. Students must then go through the normal readmittance process to return to class.

Students who are unable to complete a course or who receive an unsatisfactory grade for their specific program will be allowed to repeat that course with another group of students if arrangements are made with Residential Academic Services and the School of Health Sciences. Tuition and fees will be charged for repeating the course.

Students withdrawing from the first term of a core program must withdraw from the entire program and re-enter with another core group.

If, at a later time the student wishes to re-enter the program, a re-entry form must be submitted to Residential Academic Services. Receipt of the signed application will initiate a review of the student's academic file to determine remaining requirements. A student who was academically suspended from any of the School of Health Sciences programs may make application to the Dean of the School of Health Sciences for readmission after six months. Students re-entering a core program after six months or more are subject to any changes in curriculum upon returning.

Any change in registration may have an impact on the student's financial aid. Students should always check with the financial aid office before initiating a registration change.

General Information

Athletics

The Indiana Wesleyan University athletic program is an integral part of the institution's total education program, subject to the same aims, policies, and objectives as other institutional programs. The four core values of the Department of Intercollegiate Athletics are Spiritual Growth, Academic Excellence, Leadership Development, and Athletic Excellence.

The Wildcat men compete in intercollegiate soccer, tennis, cross-country, basketball, baseball, golf, and track and field. Memberships are held in the NAIA (National Association of Intercollegiate Athletics), the NCCAA (National Christian College Athletic Association), and the MCC (Mid-Central Conference).

The Wildcat women compete in intercollegiate soccer, tennis, golf, cross-country, volleyball, basketball, softball, and track and field. Memberships are held in the NAIA (National Association of Intercollegiate Athletics), the NCCAA (National Christian College Athletic Association), and the MCC (Mid-Central Conference). Our co-ed competitive cheer team competes in NCA National Competitions as well as cheering at all home basketball games.

The physical education and intramural sports departments provide vital programs to the students as well. Lifetime sport participation is emphasized in the physical education instruction program, while the intramural sports program allows students to pursue leisure time needs and interests in an organized and competitive manner.

Community Standards

Indiana Wesleyan University is a Christian university of higher education that upholds high standards of personal and professional conduct. Such standards include a classroom environment that promotes a positive learning environment and a professional instructional climate.

Students are expected to conduct themselves in a professional manner with respect for the rights of both students and faculty. The university or its representatives reserve the right to act in situations where student behavior violates established policy or detracts from the ability of students or faculty to function effectively in the classroom. Such action may include disciplinary procedures issued by the faculty or suspension from the program. (NOTE: All discussion room and live chat postings for online courses are recorded and can be reviewed at the discretion of the university.)

Only regularly enrolled students may attend class unless granted permission by an administrator and arrangements are made with the instructor.

Drug Abuse Prevention

Drug abuse in the United States has become a major problem, and students at Indiana Wesleyan University are not immune. If you need assistance with a drug abuse problem, we encourage you to seek help at your local community drug abuse prevention center. To talk to someone in a strictly confidential atmosphere, please feel free to contact The Center for Student Success (800-332-6901) at our Marion campus. All conversations are private and will not affect your attendance at the university.

If you would like to talk to someone outside Indiana Wesleyan University, please feel free to call one of the following numbers, or a hospital or treatment center in your area:

1. The National Cocaine Hotline, 800-COCAINE, 800-262-2463.
2. National Institute on Drug Abuse, 5600 Fishers Lane, Room 10A-30, Rockville, MD 20857, 800-662-HELP, 800-662-4357.

Food

Within the Barnes Student Center there are a variety of campus dining options. The food service contractor provides well-balanced meals at reasonable cost.

A standard meal plan is automatically part of a resident student's room and board contract. Residents dine in the Baldwin dining room for all their meals but have conversion meal options in the Wildcat Express (food court) as well. Due to cleanliness and health reasons, students are not allowed to cook in their residence hall rooms. During holiday vacations, between semesters, and during spring recess, food service is not available.

Commuter students are encouraged to eat their meals in the Baldwin dining room or the Wildcat Express. Commuter students may purchase points that are applied to their ID card and used on a declining balance system.

Health Services

Students must submit a health history with required immunizations and insurance information as part of the admissions process to Indiana Wesleyan University. The university Health Center is staffed by registered nurses and a nurse practitioner and serves students as well as faculty/staff. Students may be seen on a walk-in basis by a registered nurse or by appointment with the nurse practitioner. There is a fee to see the nurse practitioner, which can be billed to the student's insurance or paid by students. The Health Center has some prescription medications, including antibiotics, for a fee.

IMPORTANT: All students need to provide for their own health insurance. Health insurance is strongly encouraged for all students. The university has available a student health insurance plan for students that are not covered through parents, guardian, or employee. For information regarding student health insurance, contact the Health Center at healthcenter@indwes.edu.

Inclement Weather Procedures

The university is reluctant to postpone or cancel classes because the schedule is already very compressed and it is difficult to schedule make-up classes. In order to make the most informed decisions possible, the university gathers information from the National Weather Service, State Police agencies, and site managers and personnel (when appropriate). Unfortunately, the university cannot make the decision based on an individual student's geographical situation and the driving distance to and from class. Students should be aware, however, that they are expected to use discretion and not to take unreasonable risks. If students choose not to attend class, they must notify their instructor and make appropriate arrangements for make-up work. Decisions to postpone or cancel classes will be announced by the university.

Cancellation of Classes

Announcements are made over radio stations WBAT-1400 AM, WCJC-99.3 FM, WGOM-860 AM, WMRI-106.9 FM, and WWKI-100.5 FM - Kokomo.

Information Desk - Marion Campus

The Information Desk, located on the first floor of the Barnes Student Center, is the best location on campus to find details regarding phone numbers, campus events, and campus offices. Phone 765-677-4636 for more information.

Intercultural Student Services

The ISS Office approaches diversity from a biblical perspective affirming that diversity is an expression of God's image, love, and boundless creativity. We believe that all people, without exception, bear the image of God. Our pursuit of diversity involves fulfilling Christ's command to love our neighbors as ourselves. We support a diverse university as an expression of our submission to the Lordship of Christ. To that end, we submit to Christ and love one another as we appreciate individual uniqueness while pursuing the unity for which Jesus prayed. We demonstrate our commitment to the ministry of reconciliation by creating the space where we celebrate diversity, increase intercultural competence, and build community. Intercultural Student Services seeks to enhance the effect of our co-curricular programming and become a resource to all community members by providing cutting edge and impactful leadership and sensitivity training concerning matters of diversity, inclusion, and intercultural competence at IWU.

Library Services

Off Campus Library Services (OCLS) provides both mediated and direct access to resources and services designed specifically for the adult student. The Jackson Library in Marion has well over 272,000+ titles, including over 100,000 e-books, more than 11,000+ audiovisual titles, and 1,000+ print/e-print journal subscriptions, and provides access to thousands of online journals via searchable databases. Small library collections, designed to directly support the on-site degrees, are available at the Kentucky campuses at Louisville and Lexington; Ohio campuses at Cincinnati, Cleveland, Columbus, and Dayton; as well as the Indiana campuses at Fort Wayne, Greenwood, Indianapolis (two locations), and Merrillville. A small number of reference books are part of these smaller collections.

Each campus gives students full access to the library catalog and subscription-based periodical indexes available through the OCLS home Web page, <http://www.indwes.edu/ocls>. Access is available for all students and faculty by using their 14-digit library access number. Students near the Cincinnati, Cleveland, Columbus, Indianapolis, Louisville, Marion, and Merrillville campuses can get personalized assistance from OCLS librarians. Any distance student (online or onsite) can contact OCLS via email, Web page form, or 800 telephone for help with research, document delivery and explanation of services provided.

The library is part of a consortium, Academic Libraries of Indiana, which includes access to most library collections of Indiana higher education institutions. Students attending classes in Kentucky or Ohio may contact their regional OCLS librarian for information about other resources available in their area.

Performing Arts

The Phillippe Performing Arts Center hosts performances by the IWU Music Division and IWU Theatre Guild. Performances are open to the campus community and the public.

This mission remains focused on a higher goal: to experience the limitless, wondrous creativity of how God is revealed to us through ministry in the arts.

Publications

Staff positions on the *Sojourn* (the student newspaper) are available for students interested in writing, photography, layout, and editing for print media. Paid positions are available for students.

The *Sojourn* is usually published every other week and made available to students. The newspaper covers many aspects of campus life through accurate and investigative reporting.

The *Caesura* is a literary magazine that features the creative writing and visual art of students. Published each spring.

Recreation

The mission of the Department of Campus Recreation is to provide a wide variety of quality recreation, sports, fitness, and leisure activities that will increase the overall wellness of the campus community and to provide dynamic programming that enhances leadership and social development in an environment that is fair, safe, and Christ-centered.

All enrolled students (resident and commuters) as well as faculty, staff, administrators, and their spouses are eligible to participate in activities sponsored by the Department of Campus Recreation.

Activities include, but are not limited to: intramural sand volleyball, flag football, softball, racquetball, tennis, wallyball, soccer, volleyball, basketball, golf, ultimate Frisbee, bowling, table tennis, and billiards.

Students, faculty, staff and administrators also have access to a state-of-the-art recreation and wellness facility.

Safety Policies and Campus Crime Statistics

IWU Safety Policies can be accessed at <http://www.indwes.edu/safety> and include crime statistics on certain reportable crimes, as well as policies concerning alcohol and drug use, crime reporting and prevention, sexual assault and other related matters. Anyone wishing a paper copy of the policies may contact the Office of Institutional Research at 765-677-1566.

Student Center

The Barnes Student Center is the community center of the university for all members of the university family — students, faculty, administration, alumni and guests. It represents a well-considered plan for the community life of the university.

The Barnes Student Center provides for the services, conveniences, and amenities that the members of the university family need in their daily life on campus and for getting to know and understand one another through informal association outside the classroom.

The Barnes Student Center is part of the university educational process. It provides a social and recreational program, aiming to make free time activity a cooperative factor with study in education. Its goal is the development of persons as well as intellects.

Student Address/Email Information

Students should notify Residential Academic Services of any change of address, telephone number, or name so that proper records can be maintained. Name change requests require submission of appropriate documentation.

IWU Student Email Accounts - Upon acceptance, students are given an IWU student email account. This is the only account used by IWU for communication with the student. It is extremely important that the student checks this account on a regular basis as important academic and financial information as well as university announcements will be shared in this way.

Academic Programs

The School of Health Sciences has embarked upon a three phase process of bringing graduate health sciences programs to the Indiana Wesleyan University campus in Marion, Indiana. We are presently introducing phase I of the health sciences initiative, which builds upon the strong undergraduate foundation established by the School of Nursing, the School of the Physical and Applied Sciences, and the Health and Human Performance programs. We are building integrated interprofessional education programs that will prepare future-oriented health sciences and health care professionals.

Phase I programs will include a Master of Public Health program to commence classes in the fall of 2013. Our aim is to open classes for the Master of Science in Athletic Training and Occupational Therapy Doctorate programs in the fall of 2014. A Doctor of Physical Therapy will open in the fall of 2015. These programs draw heavily on the success of our past while embracing a bright future in the health sciences.

Master of Public Health

The Indiana Wesleyan University Master of Public Health (MPH) is a 45-credit-hour generalist degree designed to provide students with a thorough understanding of each of the five (5) core areas of public health including Biostatistics, Epidemiology, Environmental Health, Health Services Administration, and Social and Behavioral Studies. The MPH program is designed to prepare students for a career where they can influence public health on a local, state, national and/or global level. Provided from a distinctly faith-based foundation through a unique hybrid learning model*, students will value, understand and apply the interrelated social-behavioral theories and contextual factors needed to address the complex health problems of 21st-century households, communities and organizations.

Upon satisfactory completion of the Master of Public Health program, students should be able to:

1. Apply evidence-based knowledge of social, biological and environmental determinants to disease and health conditions.
2. Employ appropriate methods of design, analysis and synthesis to address population-based health problems in urban, rural and global environments.
3. Synthesize the interrelationships among the organization, delivery and financing of health services.
4. Communicate public health principles and concepts through various strategies across multiple sectors of the community.
5. Promote diversity and cultural understanding in public health education, research and practice.
6. Demonstrate public health knowledge and skills in practice settings.
7. Demonstrate effective leadership competencies for building partnerships in advocating for public health programs and policies.
8. Articulate a Christian worldview toward various public health issues.

Accreditation

This degree program offered through Indiana Wesleyan University will seek national accreditation with the Council on Education in Public Health (CEPH).

Mission

We are committed to prepare students to improve the health of populations locally and globally through strengthening health systems, building stronger communities and facilitating healthy behavior from a faith-based foundation.

** The hybrid learning model consists of students attending class in person and on campus over five days per fall and spring semester with the remaining content being covered in an online setting.*

Master of Public Health - Courses

Requirements (45 credits)

Fall (9 credits)

MPH-510	Social and Behavioral Aspects of Health	3
MPH-530	Introduction to Epidemiology	3
IPE-565	Research Methods I	3

Fall (9 credits)

MPH-620	Health Systems Administration and Management	3
MPH-630	Advanced Epidemiology	3
MPH-640	Rural Health	3

Spring (9 credits)

MPH-650	Health Program Planning, Implementation, And Evaluation	3
IPE-615	Health Policy	3
IPE-625	Organizational Leadership in Health Care	3
	Capstone Project - Graduation Requirement	

Spring (9 credits)

IPE-605	Research Methods II	3
IPE-545	Biostatistics	3
MPH-570	Environmental Health	3

Summer (9 credits)

May Term:

MPH-520	Global Health	3

Summer I:

IPE-555	Bioethics: Theory, Application, and Decision-Making	3

Summer II:

MPH-610	Public Health Practicum	3

Requirements

Application

A carefully completed application for admission should be submitted to the Indiana Wesleyan University (IWU) School of Health Sciences Master of Public Health (MPH) program. Admission to this degree program is based on qualifications and space availability. This is a competitive program and application alone does not guarantee admittance. Admission is awarded without regard to sex, race, color, age, religion, national origin, or handicap.

Master of Public Health Degree Program Admissions Requirements

1. Applicants to the Master of Public Health (MPH) degree program must have a baccalaureate degree or higher from a regionally accredited college or university. The minimum grade point average (GPA) is 3.0 on a 4.0 scale. Exception to the GPA minimum score may be granted under extenuating circumstances.
2. A Graduate Record Exam (GRE) score of 146 on the verbal and 146 on the quantitative sections is required. For GRE exams taken prior to August 1, 2011, a minimum score of 1000 on the combined verbal and quantitative sections, with a verbal score of at least 400 and a quantitative score of at least 550. Exception to the GRE minimum score may be granted under extenuating circumstances.
3. **Application Form and Fee:** Submit a completed School of Health Sciences graduate application form with a \$50.00 non-refundable application fee. Checks should be made out to Indiana Wesleyan University.

4. **Official Transcript:** Submit official transcripts from all universities and/or colleges attended. Official transcripts from all post-high school educational experiences are to be included. Transfer students from a college or university abroad are also responsible for having their transcripts evaluated by a credential evaluation service such as World Education Services (WES) or Educational Credential Evaluators (ECE) for an official course-by-course credential evaluation (document-by-document evaluations will not suffice). Transcripts from international programs will be individually reviewed.
5. **Criminal History:** A company certified criminal history background check will be conducted at the applicant's expense. Clinical sites may have additional requirements, e.g., immunizations, a second background check and/or drug screen at the student's expense. Admission to and/or progression in the program may depend on your compliance and/or the results of these checks.
6. **International/Non-English Speaking Students:** A student who is living in the United States but is not a United States citizen must submit a copy of a visa or permanent resident status during the process of application. Students who do not speak English as their first and primary language must submit satisfactory scores from one of the following prior to admission to the university:
 - Test of English as a Foreign Language (TOEFL). For graduate students, a score of at least 600 (paper-based), 250 (computer-based), or 100 (Internet-based) is required for regular academic admission.
 - International English Language Testing System (IELTS). For graduate students, a score of at least 6.5 is required for regular academic admission.
7. **References:** Using the recommendation form, have three references submitted. At least one of the references should be from a health care provider and the other from a previous faculty member who can speak to your capacity to do graduate-level work.
8. **Writing Sample:** In a double-spaced typed essay of 500 to 750 words, explain your interest in the program, what you hope to achieve by completing the program, and how your personal or professional background relates to your interests or goals. The essay's content and the clarity of writing will be assessed as part of the admissions process.
9. **Prerequisite Courses:** Students are required to have a grade of "B" or better in Principles of Biology or an equivalent course as a foundation for success in professional-level graduate work in the MPH program.
10. **Resume:** Other aspects of an applicant's record, such as educational achievement, professional experience and clarity of career goals should be reflected in a resume. Admissions decisions are based on an overall assessment of the adequacy of an applicant's preparation and desire for the successful completion of a graduate course of study in Public Health.
11. **Deadline for Application:** We have a decision deadline of April 15 for all application materials including the interview with the faculty. Those applying after April 15 will be considered on a seat available basis. Decisions regarding the acceptability of applicants for the MPH program will be made by the admissions committee after evaluation of all pertinent application materials. Applications cannot be accurately reviewed until all application materials are received and requirements have been met. New or updated applications are required for those who defer a year or re-apply after refusal.

Graduation Requirements

To fulfill graduation requirements students must have completed all of the following:

1. All credits required in the course of studies with a minimum overall GPA of 3.0.
2. Minimum grade of "B-" (2.7 on a GPA scale) or higher in each course.
3. Payment of tuition and fees to receive a diploma.
4. Completion and successful written and oral presentation of the Capstone Project.

Tuition and Financial Aid

Tuition and Fees*

Program: Master of Public Health

Credit Hours: 45 Total

Tuition: \$593 / credit hour

The total cost of the program, including tuition and any fees, will be determined prior to your enrollment. Payment for each term is due by August 15 for fall and by December 15 for spring. Course textbooks are not included in the costs listed above.

The total credit hours and per-credit-hour costs listed above are effective for the required core program. Costs may change if you withdraw from the program and restart in a future program at a later date.

Financial Aid

Financial aid is available in the form of grants, loans, scholarships, veterans benefits, and even employer reimbursement.

For information about financial aid, call 866-468-6498, ext. 2116, visit our financial aid website, or email finaid@indwes.edu.

Scholarships up to \$8,000 available for the Fall 2013 inaugural class.

Master of Science in Athletic Training

The Master of Science in Athletic Training program is being developed. Please refer to the website for additional information on this program.

Doctoral Programs

Occupational Therapy and Physical Therapy programs are being developed. Please refer to the website for additional information on these programs.

Wesley Seminary at Indiana Wesleyan University

Over the years a number of task forces had convened to explore the possibility of a Wesleyan seminary as part of Indiana Wesleyan University. Each time the vision was to focus on the practice of ministry and to do so as innovatively as possible. Finally, under the direction of President Henry Smith and a newly formed seminary task force, IWU approved in 2008 the offering of a Master of Divinity degree. The degree then passed through an accreditation process with the Higher Learning Commission, allowing Indiana Wesleyan University to offer professional degrees for the first time in its history. Finally, the Board of Trustees approved the formation of Wesley Seminary at Indiana Wesleyan University (hereafter, Wesley Seminary) in the Spring of 2009, incorporating the already existing MA with a major in Ministry program under its umbrella. The first MDiv classes commenced in August, 2009.

Mission of Wesley Seminary

Wesley Seminary at Indiana Wesleyan University is a Christ-centered academic and ministry community committed to changing the world by equipping pastors and church leaders to minister more effectively for the Kingdom of God in the church and the world, to embody the Good News of Jesus Christ, and to cultivate personal, spiritual transformation.

It is our commitment to participate in the *missio Dei* with accessible and economical delivery systems and courses that are spiritually formative and content-rich, emphasizing the practice of ministry in dialog with solid theory and the foundational disciplines of the Bible, Christian theology, and church history.

Communication with Wesley Seminary

Address	Wesley Seminary at Indiana Wesleyan University 4201 South Washington St Marion IN 46953-4974 http://seminary.indwes.edu/ http://myIWU.indwes.edu
Dean of Wesley Seminary	765-677-2258
Registrar's Office	765-677-2131
Office of Student Services	765-677-2359
Financial Aid Office	765-677-2516
Accounting	765-677-2878
Resources	765-677-2854

Policies and General Information - Wesley Seminary at Indiana Wesleyan University

The right is reserved to change any of the rules and regulations of the university at any time, including those relating to admission, instruction, and graduation. The right to withdraw curricula and specific courses, alter course content, change the calendar, and to impose or increase fees similarly is reserved. All such changes are effective at such times as the proper authorities determine and may apply not only to prospective students but also to those already enrolled in the university.

Academic Information - Wesley Seminary

Academic Calendar - Courses in adult and graduate programs are offered under the semester hour system but in a non-traditional academic calendar. Each program consists of specific courses that are taught in a modular format and taken sequentially. Onsite core groups meet on the same day for the duration of the program. Online core groups meet in an asynchronous environment through Blackboard. Certain programs require students to complete project team assignments.

Catalog Governing Graduation - Students must meet the graduation requirements as stated in the university catalog under which they enrolled. Students who maintain continuous enrollment, who make normal progress toward a degree, and who earn their degree within a maximum of six years from the date of enrollment may meet the graduation requirements as stated in the catalog under which they enrolled. **Students who withdraw from Indiana Wesleyan University for more than six months will meet the graduation requirements as stated in the catalog under which they resume enrollment.** Students changing majors or programs must meet requirements as stated in the catalog that is current at the time they make such changes. The same holds true for students moving between schools and colleges. Students may at any time change from an earlier catalog to a subsequent current catalog, but must meet all requirements for graduation of that catalog. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

Core Requirements - The integrity of the adult and graduate programs requires that the core courses be met at Indiana Wesleyan University. Due to the nature of the programs, students can only be enrolled in one program at a time. Students are required to complete the first course of the core program with a passing grade in order to maintain enrollment with their original cohort. Certain graduate programs allow transfer credits.

Final class dates as established by the calendar will be the final date for completion of the core curriculum. No compressing or doubling of core work is permitted to accommodate earlier completion or graduation schedules.

Academic Standing - Wesley Seminary

Academic Probation - Students enrolled a seminary program will be placed on probation if their GPA falls below 2.5.

Students are given two consecutive courses to satisfactorily raise their GPA. The GPA is reviewed after the second course, and if it has been successfully raised, the probationary status is removed. Academic suspension will result if the student's GPA is not successfully raised.

Academic Suspension - Academic suspension will result if:

- A student fails to clear the academic probationary status within the probationary period of two consecutive courses.
- A student has taken a course twice and failed to achieve a satisfactory grade. When this occurs, the student is ineligible to reapply for admission into the program in which the course was repeated.

In all cases, the suspension will occur once the grades have been recorded in the Registrar's Office. Students will be notified of the academic suspension in writing. Application for readmission may be made after six months. The application must be made in writing to the Dean of Wesley Seminary.

Academic Dismissal - Upon a second academic suspension in the same program, a student is not eligible to reapply to Indiana Wesleyan University.

Admission and Registration - Wesley Seminary

Indiana Wesleyan University welcomes applications for admission from any academically qualified person whose motivation is in keeping with the university's purposes. Admission is based on the careful review of all credentials presented by an applicant, but in no case is admission denied due to race, color, national origin, disability, religion, or sex. Students are admitted in one of the following categories:

1. Regular - Students who satisfactorily meet all requirements will be granted standard admission with no restrictions.
2. Probation - Students whose entering grade point average (GPA) falls below the minimum required by the program may be accepted on probation. Probationary status will be removed after the student has completed the first three courses of the core with a satisfactory GPA (2.50). In case of extended probation, the number of courses to be completed in order to change status will be determined by the Dean of the Seminary. Any student failing to remove the probationary status will be academically suspended from the program.
3. Provisional - Students whose files are incomplete may be accepted provisionally at the discretion of the Associate Vice President for Student Services if it appears from the available documentation that eligibility for the program has been met.

The student is given until the end of the first course to submit the required materials. Failure to meet the required deadline will result in the student being dropped from the roster and not being allowed to continue.

4. **Unclassified** - Students not pursuing a university degree who want to take certain courses for special reasons may be accepted for a maximum of 12 hours. Students receiving an unclassified status must reapply for regular admission if they desire later to pursue a degree program. Unclassified students are not eligible for financial aid.

International/Non-English Speaking Students - Except for those in the Spanish M.Div. program, students who do not speak English as their first and primary language must submit satisfactory scores from one of the following prior to admission to the university:

- **Test of English as a Foreign Language (TOEFL).** For graduate students, a score of at least 600 (paper-based), 250 (computer-based), or 100 (Internet-based) is required for regular academic admission.
- **International English Language Testing System (IELTS).** For graduate students a score of at least 6.5 is required for regular academic admission.

Student visas (I-20's) are not issued for students wanting to enter the United States to enroll in programs offered for non-residential students.

Registration - Registration occurs at the beginning of the student's core program. At this point, students are registered for all courses within the major. Therefore, if a student needs to miss an individual course, official withdrawal must be made through the Office of Student Services. Staff will work with the student to make arrangements to retake this class with another core group at a time that will minimize the impact on the student's financial aid. Students need to be aware that temporary withdrawals could impact their eligibility to receive financial aid based on the standards outlined in IWU's Satisfactory Academic Progress.

Students in programs that require additional credits outside the major are responsible to meet with their advisor to facilitate registration in these courses.

A student who has failed to make arrangements for the payment of tuition for a course will have registration in that course cancelled.

Attendance Policy - Wesley Seminary

Students are expected to attend all sessions of classes for which they are registered, except in cases of prearranged official assignments by the university and absences because of emergencies which may be considered excusable by the instructor. A student is responsible directly to his/her instructor for all classes missed and for all make-up work. Each instructor or program administrator determines the extent to which absences affect course grades and grades are assigned on the basis of work accomplished. Any absence from two or three consecutive lectures concerning which the teacher has no definite information should be reported to the Office of Student Services.

Students are expected to be present for on-site class sessions and participate in online activity.

Absences are allowed as follows: Under emergency circumstances, a student may be allowed up to one day of absence from a one week intensive, up to two weeks of absence for an eight week class, and up to four weeks of absence for a 16 week class. Absence beyond this point constitutes failure to complete the course. Students need to contact the faculty member regarding make up work.

If a student exceeds the allowed absences and does not contact the Office of Student Services to withdraw officially before the last class session, the instructor is directed to issue the grade of "F".

Students who must miss a course due to unavoidable circumstances must arrange for a temporary leave of absence with the Office of Student Services prior to the beginning of the course. Students needing to withdraw while in a course may do so by arrangement with the Office of Student Services prior to the end of the course, but the regular refund and academic withdrawal policies apply.

Faculty members reserve the right to factor lateness, early departures, and class attendance into a student's grade, as long as it is addressed in the syllabus.

Online attendance is determined by activity during a workshop, either through discussions or submission of assignments. A student is reported absent for a workshop if there is not at least one submission (or posting) of an assignment or in a discussion forum assigned during the designated dates for that workshop.

Students are expected to be present when class begins, and remain the entire session. To be counted present, a student must attend a total of three hours or more of a class that is four hours in length, four-and-a-half hours or more of classes that are six hours in length, and six hours for classes that are eight hours in length. Tardiness is recorded, and if a student accumulates two tardies during a course, it results in an absence on the student's attendance record.

Audit of Courses - Wesley Seminary

A student who has been accepted into an Indiana Wesleyan University degree program or as an unclassified student may choose to audit specified courses within a core program or electives as follows:

- Audit registration is allowed on a space available basis as determined by the professor.
- The current audit fee (\$25 per credit hour) must accompany the registration.
- Auditing a course gives one the right to attend the course. No credit or letter grade is given. The course will be indicated as an "AU" on the student's IWU transcript.
- The student auditing the course is not expected to participate in classroom or study group assignments, or to complete homework, quizzes, or tests.
- The professor is under no obligation to grade any work an auditing student chooses to submit or to give feedback on progress.
- The student must meet course pre-requisites or be approved by the Dean of the Seminary.
- No change may be made from audit to credit, or credit to audit, after registration closes.

Former Student Re-Enrollment - Wesley Seminary

Students who have previously withdrawn from a program and have not attended classes for six months or more must complete an application for readmission from the Office of Student Services. Receipt of the signed application will initiate a review of the student's academic file to determine remaining requirements. A student who was academically suspended from an adult and graduate program may make application for readmission after six months. All students returning after six months or more will meet the graduation requirements as stated in the catalog under which they resume enrollment.

Grade Appeal and Academic Policy Grievance - Wesley Seminary

Indiana Wesleyan University follows generally accepted college and university practice in the development of academic policies, the operation of classrooms, and use of grading techniques. The university allows its instructors independence in following generally accepted practices. A student who wishes to appeal a course grade or an academic policy decision (including one believed to be discriminatory based on race, national origin, color, sex, disability, or age, including Title VI, Title IX, and Section 504), must abide by the procedures that follow.

Each stated time frame will be the ordinary process. More time may be necessary in the event of a lengthy investigation, hearing, illness, or other unforeseen circumstances. All grievances, with all documents, recommendations, and decisions, will be reported to the Dean of Wesley Seminary at Indiana Wesleyan University. Because the appeal process is a private university administrative process, legal counsel or representation is inappropriate.

Grade Appeal

A grade appeal involves only those situations in which a student believes that an instructor (a) has not followed fair grading practice or (b) has not followed his/her published grading policy. A student who wishes to appeal a grade based on one or both of these reasons must follow these procedures:

1. The student must first contact the instructor for a full explanation of the grade given and the basis for making the grade.
2. If there is no resolution, then the student may file a grade appeal request form, which can be obtained from the administrative office of Wesley Seminary. If a properly completed grade appeal request form is not received by the university within 30 days of the date the student's grade was sent, then the student will forfeit any further right to appeal.
3. After the university receives the grade appeal request form, it will be forwarded to the instructor along with a faculty grade appeal response form.
4. If the instructor agrees that the grade should be changed, the university will change the grade and notify the student.

5. If the instructor does not agree that the grade should be changed, the university will notify the student and send a form that may be used by the student to request a review by the Wesley Seminary Academic Appeals Committee. If the university does not receive the form from the student within 15 days of the date the form was sent, then the student will forfeit any further right to appeal.
6. Upon receipt of the request for committee review from the student, the matter will be brought to the next regularly scheduled Wesley Seminary Academic Appeals Committee meeting. (NOTE: The committee reserves the right to seek clarification from the student or the instructor). If the matter involves a member of the committee, then that individual will recuse himself/herself from deciding the appeal. The committee will notify the student of its decision, which will be final.

Academic Policy Grievance

An academic policy grievance involves those situations in which a student believes that the university has not followed published policies regarding an academic decision or discrimination based on race, national origin, color, sex, disability, or age, including Title VI, Title IX, and Section 504. A student who wishes to file an academic policy grievance must follow these procedures:

1. Level 1 - The student must first contact the person who has made the decision for a full explanation of the policy and how the policy was followed. If the policy has been followed, then the student has no further recourse.
2. Level 2 - If the policy was not followed or the student disputes the way in which the policy was applied, then the student may request that the matter be reviewed by the Dean of Wesley Seminary by filing a form requesting such a review. This form may be obtained from the Dean. If a properly completed form is not received by the university within 30 days of the date on which the event that gave rise to the complaint occurs, then the student will forfeit any further right to appeal. The Dean will notify the student of the decision.
3. Level 3 - If the matter is not satisfactorily resolved or if the Dean is the individual responsible for the policy decision, then the student may request that Wesley Seminary Academic Appeals Committee review the matter by filing a form requesting a committee review. This form may be obtained from the Dean of Wesley Seminary. If the university does not receive a properly completed form within 15 days of the date on which the decision notice in level 2 was sent, then the student will forfeit any further right to appeal. Wesley Seminary Academic Appeals Committee will notify the student of its decision, which will be final.

A student may seek recourse from any university nonacademic program or employment-related dispute, alleged discrimination on the basis of race, national origin, color, sex, disability, or age, including alleged violation of Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments Acts of 1972, Section 504 of the Rehabilitation Act of 1973, or other state or federal legislation. Further direction for this process can be found at Non-Academic Appeal Process (p. 17).

Grading and Evaluation

A letter grade is used in evaluating the work for a course. For the purpose of determining scholastic standing and awarding honors, grade points are granted according to the letter grades and semester hours of credit. The grade point average (GPA) is the number of quality points earned at IWU divided by the number of credit hours attempted at IWU.

Grade	Quality Points (per credit)	Definition
A	4.0	Superior
A-	3.7	
B+	3.3	
B	3.0	Above Average
B-	2.7	
C+	2.3	
C	2.0	Average
C-	1.7	
D+	1.3	

D	1.0	Passing
F	.0	Failure (Also given for unofficial withdrawals)

The following grades are not figured into the GPA:

W	Passing work at time of official withdrawal
I	Incomplete
CR	Credit
NC	No Credit
AU	Audit

Repeated Courses - A student may repeat once any course in which a grade below “C” (“C-,” “D+,” “D,” or “F”) was previously earned. Some specific graduate level courses are identified as repeatable and can be repeated if a student earns a grade higher than “C” but below the level required for that specific course. The course may be repeated once.

Whenever a course is repeated, the last grade and credits earned replace the previous grade in computing the student’s grade point average (GPA). All entries, however, remain a part of the student’s permanent academic record. Duplicate credit hours are not given for two or more passing efforts. A course taken in a classroom format may not be repeated for a grade through independent learning.

Since a course may be repeated once, failure to achieve a satisfactory grade in a course after two attempts will result in academic suspension and ineligibility to complete the major in which the course was repeated.

Incomplete Grades - Students are expected to complete the course requirements by the last class session. There may be instances when crisis circumstances or events prevent the student from completing the course requirements in a timely manner. However, the issuance of an incomplete cannot be given if the student fails to meet the attendance requirements. In these rare situations, a grade of “I” (incomplete) may be issued but only after completing the following process:

- The student must request an “I” from the instructor.
- The instructor must obtain approval from the Dean of Wesley Seminary.

Because “incompletes” are granted only for extenuating circumstances, the student’s grade will not be penalized.

A student who receives an “incomplete” has 10 weeks from the final meeting date of the course to complete course requirements and turn them in to the instructor. If, at the end of the 10-week extension, the student has failed to complete the course requirements in order to receive a passing grade, the “incomplete” will become an “F.” A student with more than one incomplete on record is subject to academic suspension.

Grade Reports - At the end of each course, the instructor submits grades for each student. Grade reports are available online to the student and indicate courses taken, credits received, and grades assigned.

Transcripts - The student’s official transcript is prepared by the Indiana Wesleyan University Registrar's Office and will show the course, grade, credit, and dates of instruction for each course. Requests for transcripts of coursework at Indiana Wesleyan University must conform with the Privacy Act of 1974, which requires that all transcript requests be submitted in writing and signed by the student, for protection of the student's confidentiality. A transcript is official only when it bears the university seal.

It is university policy not to release a transcript if the student owes anything to the university or if he or she is delinquent on any loan received through Indiana Wesleyan University. A \$3 fee is charged for each transcript and must be enclosed, along with a complete address to which the transcript is to be mailed. Please provide a current address if request is to be sent to student's home. Students requesting a transcript should write to the Indiana Wesleyan University Registrar's Office, 4201 South Washington Street, Marion, IN 46953. For more information, call 1-765-677-2966 or <http://www.indwes.edu/Academics/Registrar/Transcript>

Graduation - Graduate Degree Programs

Graduation Ceremonies - IWU graduation ceremonies are held three times a year. Degrees are conferred and posted to the student's transcript on these three dates only.

Eligible students are notified by the Office of Student Services of procedures and requirements concerning graduation.

Each student must complete an “Application for Graduation” provided by the Office of Student Services. This application indicates the student’s intent to graduate and initiates the final evaluation of the student’s academic record.

Students are also asked to inform the university as to whether they will be attending the ceremony. This allows the university to determine the number of tickets available for students who are attending. If a student cannot attend graduation due to unforeseen circumstances, the degree is still conferred; however, attendance at a future graduation is not an option.

Graduation Requirements - All requirements must be met and transcribed by the date established by the Office of Student Services (eight days prior to the commencement ceremony). Students taking internal or external coursework need to make sure that transcripts, grades, and scores can be received and transcribed by the deadline date.

Students may receive one degree only per commencement. Students meeting requirements for more than one degree must apply for and participate in two different ceremonies. Any university-approved dual degree program is an exception to this policy.

Students who have received a degree from IWU and have returned to meet requirements for an additional major at the same degree level will have the second major posted to their existing degree. The second major can only be posted at one of the three conferral dates, and students receiving the second major are not eligible to participate in another graduation ceremony.

Diplomas - Diplomas are mailed after the conferment of degrees. Diplomas indicate degree earned, date of degree, major, specialization, and honors. A student’s financial account must be settled to receive a diploma.

Leave of Absence Policy

Indiana Wesleyan University understands there are life events that may require a student to modify class enrollment and schedules. The leave of absence policy is designed to allow students flexibility in their program enrollment to adjust to these life events. The leave of absence policy also extends to students the ability to make up any courses missed during the approved leave.

A student on an approved leave of absence will be considered enrolled at IWU and eligible for an in-school deferment for student aid loans. Federal financial aid and in-school deferment may be negatively impacted if a student fails to apply for the leave of absence or if the application is denied. **This impacts students who receive Title IV federal financial aid (Federal Pell Grants, Federal Supplemental Grants, Federal Stafford Subsidized or Unsubsidized Loans, Federal Parent Loans) or who want to have a federal student loan deferred from payment while in school.**

Students who will be out of attendance for a period of 29 days or more should request a leave of absence. Students out of class for less than 29 days are not eligible for a leave of absence, and a recalculation on current financial aid will be done. Students who are not on federal financial aid programs or who do not have a federal loan in deferment are not required to request a leave of absence.

Students needing to make a change in their schedule need to contact the Office of Student Services to process the registration change. At that time, the leave of absence request form will be mailed to the student. The Leave of Absence Application can be downloaded, or can be requested by calling the Office of Student Services at 765-677-1207. Students must request the leave within 21 days of initiating the registration change. The request for a leave of absence should be made prior to the date the leave is to start. The start date of the leave is the first date of the class or, if the class has already started, the date the registration change is initiated.

An approved leave of absence must meet the following criteria: the request must be received within 21 days of the registration change; the request must be made prior to the start of the leave (first day of class); the reason for the request must be one approved by IWU’s Leave of Absence Committee (military, medical, jury duty, loss of job, family emergency, employment emergency, transfer of coursework, passing pre-requisite requirement, transfer of core groups, changing programs, administrative cancellation of core classes, or other reasons as approved by the Leave of Absence Committee); appropriate documentation must be submitted if the request is submitted after the leave has started; the student must have an expected date of return; and, the leave of absence together with any additional leaves of absence must not exceed a total of 180 days in any 12-month period.

Documentation is required if the request for the leave of absence is made after the beginning date of the leave of absence and needs to address the nature of the reason for the request. Documentation for each circumstance will vary; the student is required to provide whatever paperwork from a third party will attest to the circumstance outlined on the application form. Examples would include physicians’ statements, letters from employers, letters from pastors or counselors, court documents, etc. Documentation is also required if a request is submitted after the 21 day deadline, and needs to address the reason for the delay in the submission of the request.

The leave of absence together with any additional leaves of absence must not exceed a total of 180 days in any 12-month period. Time in excess of 180 days will not be approved. A student may request an extension to a leave providing the request is made before the end of the leave, there are unforeseen circumstances which prevent the return from the leave, and the total number of days of approved leave do not exceed 180 in a 12-month period. A maximum of two leaves of absence are allowed during a 12-month period.

Failure to return from an approved leave of absence nullifies the approved leave and may have an impact on student loan repayment terms as well as the grace period. The first day of the leave will be reported as the beginning of the grace period for loan deferment. Students may return early from an approved leave of absence prior to the leave end date. The leave will be shortened according to the student's return date.

Students will not receive disbursements of Title IV student loan financial aid funds during the leave. Students are not deferred from making regularly scheduled payments to the Accounting Office for normal fees incurred. Any change in registration can impact current financial aid regardless of approval or denial of the leave of absence request. Questions about impact on current financial aid should be directed to the Financial Aid Office at 800-621-8667 ext. 2516. Students on an approved leave of absence will be reported as such and will be eligible for in-school deferment of previous loans. Students whose request for a leave of absence is denied will be reported as withdrawn and the grace period for loan repayment will go into effect.

Transfer of Credit Policy - Wesley Seminary

The university may allow a maximum of nine credits in transfer to the Master of Arts programs and a maximum of 27 hours into the Master of Divinity program provided the transfer work falls within seven years prior to admission. Transfer of credit will be determined by the Dean of Wesley Seminary.

Credit is granted for work with a satisfactory grade ("C" or above) taken at an approved college or university accredited at the same level, provided the courses are applicable to the curriculum the student wishes to pursue at Indiana Wesleyan University. An "approved college or university" generally refers to those institutions that are accredited by a regional accrediting body or the Association for Biblical Higher Education.

The University Registrar is responsible for approving the transferability of all credits. Credit hours accepted in transfer are recorded, but quality points and grades are omitted. All credits are accepted as semester credits. Quarter credits are converted to semester credits using the two-thirds conversion ratio.

Transcripts from foreign institutions - may need to be sent to an outside agency for evaluation and determination of transferable credits, degrees, and GPA. If this outside review is necessary, students are responsible for the initiation of this evaluation and for any fees incurred during the process. Applications for this service are available to the student through the university.

Previous IWU coursework - Courses taken at IWU more than seven years prior to admission or readmission to the Seminary cannot be used to fulfill the requirements for the MDiv or MA degrees.

Withdrawal/Change in Status

A student who finds it necessary to withdraw from the program or to take a temporary leave of absence is required to contact the Registration Change Counselor in the Office of Student Services to complete this process (registration.change@indwes.edu). Students must request the withdrawal from the Registration Change Counselor before the last class workshop. Failure to initiate an official withdrawal will result in a "No Credit" or an "F" grade for the student in those related courses.

A student who is temporarily withdrawing may request an individual leave of absence up to 180 days in a 12 month period. A student cannot request more than two leaves during a 12 month period, and the total number of days on leave may not exceed 180 days within a 12 month period. All leaves must be requested through the Office of Student Services.

If a student officially withdraws after a course has started, a grade of "W" will be assigned. An "F" will be assigned to a student who stops attending but does not officially withdraw. Students who never attend a class and do not withdraw will be administratively withdrawn from the course and from all subsequent courses. Students must then go through the normal readmittance process to return to class.

Students withdrawing from the first course of a core program must withdraw from the entire program and re-enter with another core group.

If, at a later time the student wishes to re-enter the program, a re-entry form must be submitted to the Office of Student Services. Students sitting out of a core program for more than 90 days are subject to a tuition increase upon returning. Students re-entering a core program after six months or more are subject to any changes in curriculum upon returning.

Any change in registration may have an impact on the student's financial aid. Students should always check with the financial aid office before initiating a registration change.

Financial Information - Wesley Seminary

Fee Structure - Degree Programs

Students are advised of financial obligations for their degree seeking (core) program during the registration process. A schedule of payments and analysis of fee structures, along with due dates, is outlined. Students are expected to meet these obligations according to the schedule. Any questions regarding payments or problems associated with making those payments should be directed to the Accounting Office.

Students who have applied for financial aid are responsible for all tuition and fees in the event it is determined they are ineligible for financial aid, decline the financial aid, or withdraw from the program prior to completing the academic award period. Students receiving military or corporate assistance who have received prior approval from the university for direct billing are required to pay their share of tuition and fees and submit appropriate assistance documents by the assigned due date. The deferral program in no way relieves the student of the financial obligation to the university and the student retains full responsibility for ensuring that all tuition and fees are paid in full and in a timely manner.

Indiana Wesleyan University reserves the right to suspend students from class attendance for failure to meet financial obligations.

Indiana Wesleyan University reserves the right to change the tuition and fee schedule at any time. Students who remain registered in their initial core group making satisfactory academic progress shall have their tuition and fees guaranteed. A \$50 late fee is charged each time a payment is received after the due date. There will be a fee charged for any check returned due to non-sufficient funds. If collection of tuition, book charges, and/or fees becomes necessary, all costs of collection, court costs, and attorney fees are the responsibility of the student.

Refund Policy - Degree Programs

1. Any student withdrawing after attending only the first class session of the program or orientation will be assessed a \$100 fee. All other tuition will be refunded. Book charges and educational resource fees are nonrefundable.
2. After a student has attended two class sessions of the program, tuition, application fees, and educational resource fees are not refundable.
3. Tuition is refunded according to the following policy for all subsequent courses:
 - Notification of withdrawal prior to the first class session of a course - full tuition refund.
 - Notification of withdrawal prior to the second class session of a course - 90% tuition refund.
 - Withdrawal after second class session or after the seventh day of an online class - no refund.
4. In compliance with federal regulations for the student who has received financial aid, the refund will be returned to the appropriate aid sources.
5. Book fees are not refundable once the student has attended one class session or if the books have been marred in any way prior to that time.
6. Students who are unable to complete a course or who receive an unsatisfactory grade for their specific program will be allowed to repeat that course with another group of students if arrangements are made with the Registration Change Counselor. Tuition and fees will be charged for repeating the course.
7. Decisions regarding refunds are made by the appropriate Accounting Office, and in isolated cases, by the Financial Appeals Committee.
8. Indiana Wesleyan University will comply with any state mandated refund policies that govern refunds for students matriculating within the state in question. For a detailed listing of state-specific refund policies, please visit <http://www.indwes.edu/About/Student-Consumer-Information/State-Specific-Refund-Policies>

Financial Aid - Wesley Seminary

Types of Student Financial Aid Available

The following types of student financial aid are available to persons enrolled as degree-seeking students who meet the eligibility criteria for the aid type. Complete fund profiles may be found online at www.indwes.edu/Financial-Aid/Adult-and-Graduate/Types-of-Aid.

Ministerial Student Aid Program – is a loan program administered by The Wesleyan Church through the Department of Education & Clergy Development and is available to undergraduate and graduate students in an approved ministry program. The loan only becomes a grant as the recipient serves The Wesleyan Church under a qualifying appointment. Applicants should understand that in requesting aid from this program they are applying for a loan, which must be either repaid or cancelled through service. General eligibility requirements include, but are not limited to: local church membership, district approval, and enrollment form submission. For each year (September 1 through August 30) of full-time district appointment in The Wesleyan Church following studies, 20% of the loan is cancelled once the service is rendered and reported. Cancellation cannot be given in the same church year that one receives loan-grant funds.

William D. Ford Federal Direct Loan – is available to students who file the FAFSA and all other required student financial aid forms and who meet all federal criteria for eligibility. The maximum annual loan amount is \$20,500 for graduate students. Lifetime maximum borrowing limit for graduate programs is \$138,500 (including undergraduate borrowing). Interest rates are set on July 1 each year and are fixed rates. For July 1, 2013, through June 30, 2014, the interest rate is 5.41% for unsubsidized Federal Direct Loans for graduate students.

A student's total financial assistance, including loans, may not exceed the calculated cost of attendance for the program. Students with unsubsidized loans may elect to make monthly interest payments to the lender or allow the accumulated interest to accrue until repayment, which begins six months after the student ceases to be enrolled as at least a half-time student. Upon graduation or termination of studies, the student is given a six-month grace period during which no interest or principal payments are due on subsidized loans and during which only interest accrues on the unsubsidized loans. The standard minimum monthly payment is \$50, but the amount varies based on the total amount of the outstanding loans upon which the student is paying and the type of repayment plan the student has chosen.

Graduate PLUS Federal Direct Loan – is a federal loan with a fixed 6.41% interest rate available to graduate students who have remaining cost of attendance not met by subsidized/unsubsidized William D. Ford Federal Direct Loans. This is a credit-based federal loan.

Active Duty Military Discount – is a tuition discount to all active duty military personnel, including members of the Reserves and National Guard, and spouses of the aforementioned military personnel. Students must submit an Active Duty Military Discount application, available by calling Student Account Services at 800-621-8667 ext. 2878.

Yellow Ribbon Award – is an award that does not have to be repaid and is available to eligible students who receive Chapter 33 GI Bill benefits. The amount eligible students receive reflects 50% of the tuition expenses that exceed the highest public in-state undergraduate tuition rate. The VA matches that contribution to fully cover the tuition costs.

Loan Repayment Chart

Interest Rate	5%	6.5%	8%
Amount Borrowed	Monthly Payment Amount		
\$5,500	\$58	\$62	\$67
\$8,500	\$90	\$97	\$103
\$15,000	\$159	\$170	\$182
\$20,000	\$212	\$227	\$243
\$30,000	\$318	\$341	\$364
\$40,000	\$424	\$454	\$485
\$50,000	\$530	\$568	\$607
\$60,000	\$636	\$681	\$728
\$70,000	\$742	\$795	\$850

General Eligibility Requirements

In order to receive federal and/or state student financial aid, students must meet the following criteria:

- Must have completed the Free Application for Federal Student Aid (FAFSA) including signing the certifying statements that the student is not in default on a federal student loan and does not owe a refund on a federal grant and that the student will use federal student financial aid for educational purposes only.
- Must be a U.S. citizen or eligible noncitizen.
- Must have a valid Social Security number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau).
- Must be enrolled as a regular student (cannot be unclassified) in an eligible degree or certificate program.
- Must maintain Satisfactory Academic Progress (SAP) as outlined in IWU's SAP Policy.
- Must show qualification to obtain a college education by having a high school diploma, GED certificate, or a high school education in a homeschool setting approved under state law.
- *Per federal regulations, incarcerated students are not eligible for federal student financial aid. Incarcerated students or students who become incarcerated after receiving federal student financial aid funds should contact the Financial Aid Office.*
- Must maintain enrollment in classes.
 - No longer than 180 days may elapse between classes in any 12 month period, and a leave of absence must be requested through the Office of Student Services. In the case there is an approved break between classes 180 days or less, a leave of absence will be reported to the lender, but no loan repayment will be required. For a break between classes of more than 180 days, the university is required to report non-enrollment information to the lender, and the student will be required to begin repayment of any student loans (see your loan promissory note for further information). If additional circumstances arise that prohibit the student from returning to class as scheduled, the student should contact the Financial Aid Office to discuss options.
 - Any changes in registration, such as withdrawals or cancelled courses, may result in cancellation or reduction of any or all student financial aid. In such cases, the student is responsible for any remaining balance on the student account. A student who requests the credit balance from his or her IWU student account and then makes registration changes may be required to repay funds to the university and/or to the student financial aid programs.

How to Apply for Student Financial Aid

Students who wish to be considered for federal and/or state student financial aid must complete the application process online at www.indwes.edu/Financial-Aid/Adult-and-Graduate/Apply-For-Aid:

- Complete the Free Application for Federal Student Aid, or FAFSA (direct link www.fafsa.gov). You must list IWU's Title IV Code, 001822, in step six of the FAFSA or IWU will not receive your FAFSA information from the federal processor.
- Complete the IWU Financial Aid Request Form. Under the Additional Aid Source(s) section, you must disclose any additional funding you may receive from employer reimbursement, vocational rehabilitation, or private scholarships to help pay for your education.
- Complete the Loan Entrance Counseling Session and William D. Ford Federal Direct Loan Master Promissory Note online at <https://studentloans.gov/mydirectloan/index.action>. You must have an established Federal Student Aid PIN in order to complete these items. It may be necessary to wait three days from the time you first apply for your PIN before trying to sign in to this website. For each item, you must enter "Indiana" in the School State field even if you attend classes in another state or online.
 - Entrance Counseling Session: Select Complete Counseling, and on the next page click on the Start button beneath the Entrance Counseling heading (not to be confused with Financial Awareness Counseling or Exit Counseling). Add IWU as a School to Notify and select the appropriate counseling type for your current degree pursuit (undergraduate or graduate).
 - Master Promissory Note: Click on Complete MPN from the menu and select Subsidized/Unsubsidized from the next page.

Once the above steps have been completed, be certain to:

- Respond to requests for additional information from the Financial Aid Office. You may be asked to complete a verification worksheet and to provide a copy of your federal income tax return transcript (and your spouse's or parents' federal income tax return transcript, as appropriate) as required by federal regulations.
- Provide documentation showing any amount of assistance provided by other agencies (i.e., tuition reimbursement from your employer, vocational rehabilitation benefits, scholarships from local business, etc.).
- Fully complete all forms. Forms filled out incorrectly or submitted to the wrong office or location could delay your student financial aid award.

How Eligibility is Determined and Student Financial Aid is Awarded

- All forms and information submitted online must be received in the Financial Aid Office before eligibility can be determined. In general, award amounts are based on a student's Expected Family Contribution found on the Student Aid Report, a student's enrollment status, the cost of attendance, and other estimated financial assistance. The Financial Aid Office will award a student for his or her maximum eligibility in scholarship, grant, and loan funds unless otherwise instructed in writing.
- Students must be scheduled for a full academic year, according to the academic year definition for the program in which the student is enrolled, or to degree completion for student financial aid to be awarded. Any changes to planned enrollment may affect the amount and/or disbursement date(s) of aid for which the student may qualify.
- The Financial Aid Office will email notification to the student email account that financial aid has been awarded and is available for review online via the student portal at <https://myiwu.indwes.edu>. This secure website will indicate the types and amounts of aid for which the student qualifies. The student must submit a written request to the Financial Aid Office via email, fax, or US mail to decline all or a portion of the awarded aid. Otherwise, all awarded aid will disburse to the IWU student account, as appropriate. The student does not need to contact the Financial Aid Office to accept an awards package.

How and When Student Financial Aid is Disbursed

Federal Direct Loans are originated shortly after classes have begun. The funds are applied as a credit to the IWU student account, typically in two disbursements per academic year. For new undergraduate students, or students entering a new undergraduate program, the first disbursement funds will be placed on the IWU student account 30 days after the start of the first course. Disbursements for subsequent award periods typically occur 14-21 days after the start of the new award period and successful completion of the prior award period has been confirmed.

All other types of aid are awarded and disbursement dates set as the necessary paperwork is received.

All financial aid forms and information submitted online must be received at least three weeks before a planned class start.

Applying for student financial aid does not remove responsibility for payment. If the funding is not received, the student must pay all outstanding balances immediately.

Satisfactory Academic Progress (SAP)

Students are expected to maintain Satisfactory Academic Progress toward the completion of their course of study. This includes:

- Enrolling in and attending class as well as completing assignments and projects.
- Earning at least the minimum GPA required to maintain good academic standing in the student's primary degree or certificate program. Students on academic probation will be allowed to receive student financial aid on SAP Warning. Such students must improve their academic measurements to meet the required standards by the designated time frame or eligibility will be terminated.
- Earning passing grades in a minimum of 67% of all credit hours attempted.
- Completing the program within 150% of the credit hours normally required to complete the course of study (i.e. if the program requires 124 credit hours to complete, then the student may attempt no more than 186 credit hours) or by the designated time frame.

Academic progress is reviewed after the end of each payment period. Students who fail to make satisfactory academic progress will be placed onto SAP Warning or Suspension, as appropriate, per the policy requirements. Students with mitigating circumstances (which may include, but is not limited to, death in the family or grave illness of the student or close family member) may appeal termination of federal student financial aid eligibility due to failure to make academic progress by submitting a SAP Appeal Form, written explanation, and adding supporting documentation to the SAP Appeals Committee

through the Financial Aid Office. The entire SAP Policy is available for review online at www.indwes.edu/Financial-Aid/Adult-and-Graduate/Resources/.

Withdrawals and Refunds

If a student finds it necessary to withdraw from the program, withdraw from a course or courses without an approved leave of absence, or to take leaves of absence that exceed 180 days in a twelve month period, a federal student financial aid Return of Funds calculation will be performed. This calculation determines how much federal student aid has been earned and is based on the number of days attended during the payment period when the student withdraws. The amount of federal student financial aid funds to be returned by IWU to the funding source is based on the amount of those funds that the Return of Funds calculation determined were not earned by the student. The following is an example of the Return of Funds calculation:

- The student begins class on June 28 and the payment period runs until January 17.
- The student withdraws from the program on October 4.
- The payment period has 152 calendar days in it (not including break periods) and the student completed 86 days which is 56.6% of the payment period.
- The amount of the refund will be 43.4% of the federal student financial aid funds received.

The Financial Aid Office will determine the amount of the refund that is owed by IWU and the amount, if any, that is owed by the student. A letter will be sent to the student indicating the results of the Return of Funds calculation and the amount of the refund, if any. The student will earn 100% of the federal student financial aid funds received for the payment period if the Return of Funds calculation shows the student completed 60% or more of the payment period.

Student's Rights and Responsibilities

A student has the right to know:

1. What financial assistance is available, including information on all federal and state programs.
2. The deadlines for submitting application for each of the student financial aid programs available.
3. The cost of attending the programs and the school's refund policy.
4. The criteria used by the institution to select financial aid recipients.
5. How the school determines your financial need. This process includes how costs for tuition and fees, books, and living expenses are considered in your budget.
6. What resources (such as employer reimbursement, other financial aid, etc.) are considered in the calculation of your need.
7. How much of your financial need, as determined by the institution, has been met.
8. An explanation of the various programs in your student financial aid package. If you believe you have been treated unfairly, you may request reconsideration of the award that was made to you.
9. What portion of the student financial aid you received must be repaid, and what portion is grant aid. If the aid is a loan, you have the right to know the loan interest rate, the total amount that must be repaid, the payback procedures, the length of time you have to repay the loan, and when the repayment is to begin.

A student's responsibilities:

1. Review and consider all information about the school's program before you enroll.
2. Complete all application forms accurately and submit them in a timely manner to the correct address.
3. Pay special attention to, and accurately complete, your application for student financial aid. Errors can result in delay of receipt of your student financial aid funds. Intentional misreporting of information on application forms for federal student financial aid is a violation of law and is considered a criminal offense subject to penalties under the U.S. Criminal Code.
4. Return all additional information, verification, corrections, and/or new information requested by either the Financial Aid Office or the agency to which you submitted your FAFSA.
5. Accept responsibility for all agreements you sign.
6. If you have a loan, notify the lender of changes in your name, address, or school status.

7. Know and comply with the deadline for application or reapplication for aid.
8. Know and comply with the school's leave of absence or withdrawal policy/procedures.
9. Repay student loans in agreement with the loan promissory note.

Further Information

The Financial Aid staff is here to assist in any way possible. If you have questions about any information pertaining to student financial aid, please contact: Financial Aid Office, CAPS, Indiana Wesleyan University, 1900 W. 50th Street, Marion, IN 46953-9393. Voice 800-621-8667 ext. 2516, 765-677-2516, Fax 765-677-2030, Email apsfinaid@indwes.edu.

Student Account Appeals

A written appeal may be submitted to the accounting office that assessed the charge. If the disputed charge cannot be reconciled with the accounting office, a written appeal can be submitted to studentaccountappeals@indwes.edu with all supporting documentation.

- All pertinent information will be obtained and compiled by the Appeals Committee.
- The disputed charge will be reviewed by the Appeals Committee.
- If necessary, an appeal may be reviewed by the Program Director.
- Appeals must be submitted within 30 days of the last date of attendance for the course in question.

All appeals will receive a response within 15 days after the written appeal has been received.

General Information - Wesley Seminary

Expectations for Personal and Professional Conduct

Indiana Wesleyan University is a Christian university of higher education that upholds high standards of personal and professional conduct. Such standards include a classroom environment that promotes a positive learning environment and a professional instructional climate.

Students are expected to conduct themselves in a professional manner with respect for the rights of both students and faculty. The university or its representatives reserve the right to act in situations where student behavior violates established policy or detracts from the ability of students or faculty to function effectively in the classroom. Such action may include disciplinary procedures issued by the faculty or suspension from the program. (NOTE: All discussion room and live chat postings for online courses are recorded and can be reviewed at the discretion of the university.)

Only regularly enrolled students may attend class unless granted permission by an administrator and arrangements are made with the instructor.

Inclement Weather Procedures

The university is reluctant to postpone or cancel classes because the schedule is already very compressed and it is difficult to schedule make-up classes. In order to make the most informed decisions possible, the university gathers information from the National Weather Service, State Police agencies, and site managers and personnel (when appropriate). Unfortunately, the university cannot make the decision based on an individual student's geographical situation and the driving distance to and from class. Students should be aware, however, that they are expected to use discretion and not to take unreasonable risks. If students choose not to attend class, they must notify their instructor and make appropriate arrangements for make-up work. Decisions to postpone or cancel classes will be announced by the university. Regional locations will be judged by the Regional Deans. In the event it becomes necessary for a Regional Dean to recommend to the Vice-President/Dean a weather related or emergency closing or postponement for an onsite cohort, the appropriate Program Director will work with affected faculty and students to make up the missed class session through an online alternative class session by observing the following guidelines:

Instructors will contact students on the date class is cancelled with written requirements for making up the cancelled class session through an online alternative.

In the event an onsite class session is cancelled that is deemed significant to the cohort (e.g., program orientation, the first class session of a program, the last class session of a program, etc.), the instructor will work with the Dean of Wesley Seminary to arrange a new date to make up the cancelled class session prior to the next scheduled class session.

To satisfy attendance requirements and earn participation points (if applicable), all assignments associated with the cancelled class session must be submitted prior to the start of the next scheduled class session.

Postponement decisions for evening classes will be made by approximately 3:00 p.m. on the day of class. Decisions about Saturday classes will be made the evening before, when possible, but may be made during the early morning hours on the Saturday of class if necessary. Postponement decisions will be announced through a variety of methods. In most cases the core group has a designated class representative who will be notified by the university. The representative should then activate the telephone calling tree to disseminate the information to the class. In cases where there is no class representative or calling tree, someone from IWU and/or the instructor will call the students. No notification will be made unless classes are postponed or cancelled. Information about postponements and/or cancellations will be announced on the university's Web site at <http://www.indwes.edu/classinfo>. Announcements will also be posted on the student portal at <http://myIWU.indwes.edu> and on the class information phone line at 1-800-621-8667 ext. 2022.

Library Services

Off Campus Library Services (OCLS) provides both mediated and direct access to resources and services designed specifically for the adult student. The Jackson Library in Marion has well over 272,000+ titles, including over 100,000 ebooks, more than 11,000+ audiovisual titles, and 1000+ print/e-print journal subscriptions, and provides access to thousands of online journals via searchable databases.

Each campus gives students full access to the library catalog and subscription-based periodical indexes available through the OCLS home web page, <http://www.indwes.edu/ocls>. Students near the Cincinnati, Cleveland, Columbus, OH, Indianapolis, Louisville, Marion, and Merrillville campuses can get personalized assistance from OCLS librarians. Any distance student (online or onsite) can contact OCLS via e-mail, Web page form, chat, or 800 telephone for help with research, document delivery, APA, and general explanation of services provided.

The library is part of a consortium, Academic Libraries of Indiana, which includes access to most library collections of Indiana higher education institutions. Students attending classes in Kentucky or Ohio may contact their regional OCLS librarian for information about other resources available in their area.

Non-Academic Appeal - Wesley Seminary

A non-academic appeal involves only those situations in which a student is seeking recourse from (a) a university non-academic program, policy, or decision; or (b) alleged discrimination on the basis of race, national origin, color, sex, disability, or age, including alleged violation of Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments Acts of 1972, Section 504 of the Rehabilitation Act of 1973, the American with Disabilities Act of 1990, or other state or federal legislation.

Each stated time frame will be the ordinary process. More time may be necessary in the event of a lengthy investigation, hearing, illness, or other unforeseen circumstances.

All non-academic appeals will be reported to the Dean of the Seminary. Because the appeal process is a private university administrative process, legal counsel or representation is inappropriate.

A student who wishes to file such an appeal must abide by the procedures that follow:

1. Level 1 - The student must first contact the person or the seminary individual concerned to resolve the dispute informally. Such contact must occur within 30 days of the incident that generates the dispute.
2. Level 2 - If the matter is not satisfactorily resolved at level one, the student may submit a written request within 30 days of the level one decision to the Seminary Appeals Committee. The request from the student should include thorough documentation supporting the student's claims. The Dean will communicate the committee's findings and decision to the student.
3. Level 3 - If the complaint is not satisfactorily resolved at level two, the student may submit a written request within 30 days of the level two decision to the Dean for a review by the EVP and CEO of Non-residential Education. Appeals at this level will be considered only to ensure that University procedures were followed in levels one and two. The request from the student should include thorough documentation supporting the student's claim and reference why the decision at level two is deemed unsatisfactory. The EVP will consider the situation and will inform the student of the decision, which will be final.

Services for Disabled Students

The process for serving a student with an impairment or disability enrolled in an adult and graduate program is as follows:

- Students who require special accommodation will be referred to the College's appointed coordinator of special needs requests. The student will be required to supply a physician's or other specialist's verification of his or her special need and a recommendation concerning the nature of special assistance required.
- Once this documentation is in hand, the Office of Student Services will consult with the university's designated disability officer (DDO) to ensure that the documentation is complete and in order. The disability officer will determine whether the university can reasonably accommodate the student's need. The Office of Student Services, in coordination with the DDO, will then recommend a plan of accommodation to the student.
- The Office of Student Services will ensure that all relevant faculty, site, and student services departments are notified of the plan of accommodation, and that the plan is successfully implemented.

Students who believe that they have experienced discrimination on the basis of a disability can seek resolution by following the steps as outlined in the Student Grievance and Appeal Policy (Non-academic).

Student Address/Email Information

Students should notify the Office of Student Services of any change of address, telephone number, or name so that proper records can be maintained. Name change requests require submission of appropriate documentation.

IWU Student Email Accounts - Upon acceptance, students are given an IWU student e-mail account. This is the only account used by IWU for communication with the student. It is extremely important that the student checks this account on a regular basis as important academic and financial information as well as university announcements will be shared in this way.

Wesley Seminary Degrees

Wesley Seminary offers the following programs:

- Master of Arts degree with a major in Ministry
 - Concentration in Leadership
 - Concentration in Children, Youth, and Family Ministry
- Master of Divinity

Admission Requirements

Master of Arts with a Major in Ministry:

Admission to the Ministry major begins with completing application forms and submitting them with official transcripts and two personal recommendations. The Office of Student Services shall determine admission status from the completed forms and student file and notify the applicant in writing of the admission status granted. Regular admission to the seminary constitutes admission to candidacy for the master's degree. The basic criteria for regular admission to the MA program within the seminary are as follows:

- A baccalaureate degree from a regionally accredited college or university or an institution accredited by the Association for Biblical Higher Education.
- An undergraduate grade-point average of at least 2.5 from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed.
- Ability to pursue graduate work successfully. (The transcripts and certificate of recommendation from former professors and supervisors will be considered evidence of such ability.)
- Three recommendations including:
 - a. An academic recommendation.
 - b. A recommendation from someone who can comment on the applicant's pastoral skills.

- c. A general recommendation.
- Moral character consistent with the principles and policies of Christian conduct at Indiana Wesleyan University. (The student's certificates of recommendation are considered sufficient evidence in this matter.)
- Submission of a written statement identifying the student's philosophy of ministry and personal goals in undertaking the graduate program.

Master of Divinity:

- A baccalaureate degree from a regionally accredited college or university or an institution accredited by the Association for Biblical Higher Education.
- A minimum cumulative undergraduate grade-point average (GPA) of 2.5 from the baccalaureate degree granting institution at which a minimum of 30 credit hours was completed.
- An official transcript from the baccalaureate degree granting institution at which a minimum of 30 credit hours was completed.
- Three references, including
 - a. One from a pastor or denominational supervisor.
 - b. An endorsement from their local church board or appropriate church body.
 - c. Two additional references of the applicant's choosing.
- A three to four page autobiography and statement of ministry purpose. The statement of purpose should reflect one's sense of God's direction in relation to Christian ministry or service.
- Applicants must currently be involved in an appropriate ministry or be willing to be placed in such a ministry throughout the program (see application for details).
- Students may transfer up to 27 hours of prior graduate work from an accredited institution in an appropriate area of study. Credit for up to half the hours of a completed master's degree may also count toward the M.Div. if the courses are relevant to ministry.
- In circumstances when the Seminary has an articulation agreement with a particular undergraduate institution, the total number of M.Div. hours required may be shortened up to 12 hours in lieu of established course relationships.

Admission of Students Without a Baccalaureate Degree

Students without an undergraduate degree may apply for admission if they meet the following conditions:

- A minimum of at least 15 years of extensive life, ministry, and/or business experience, or a bachelor's degree from an unaccredited institution.
- A high school diploma or equivalent.
- Completion of a college-level composition or writing course with a minimum grade of 3.0 or equivalent. If not completed at time of application, s/he must take such a writing course and submit the score prior to final committee review.
- At least 60 credit hours of undergraduate academic work (in the semester system or equivalent in another system) or an associate degree, with a cumulative GPA average of 2.5 or equivalent.

In addition to the admission requirements listed above, students without an undergraduate degree must submit a two-four page essay indicating the student's educational experiences, goals, and experiences, an extensive portfolio detailing ministry, life, and work experience, artifacts demonstrating this experience, and a five page writing sample. Applications from students without an undergraduate degree will be reviewed by the Seminary Admissions Committee.

Admission of Students Without an Accredited Degree

Students whose undergraduate degree is from an unaccredited institution may apply for admission if they meet the following conditions:

- Completion of the equivalent of a bachelor-level college degree with a cumulative GPA average of 2.5 or equivalent.
- A high school diploma or equivalent.

- Completion of a college-level composition or writing course with a minimum grade of 3.0 equivalent. If not completed at time of application, s/he must take such a writing course and submit score prior to final committee review.

Optional Qualifications

- GRE: The Admissions Committee may at any point in the process require the applicant to complete the GRE. Minimum scores are 400 Verbal, 400 Quantitative, and 4 in Analytical Writing.

To apply for this form of admission, a student must:

- Write a 2-4 page essay in which you:
 - Describe the academic strengths of the institution you attended for your undergraduate education.
 - Indicate why you have decided to pursue a seminary education at this stage in your life.
 - Indicate your long term goals after the degree and how you think the degree will help equip you to achieve them
- Provide a 5 page sample of your writing ability:
 - Take a current debate in contemporary society over an ethical or political issue.
 - Demonstrate that you can write an organized presentation of an issue, represent the viewpoints of others fairly, do research, and defend a position with good grammar, spelling, and some standard format for referencing sources.

Applications will be reviewed by the Seminary Admissions Committee which will include appropriate faculty representation. The Seminary Admissions Committee may request additional information and/or documentation as part of the review process. All "Accredited Degree Exemption" students will be accepted on probation.

Unclassified Admission

Unclassified admission may be granted to students who do not wish or plan to become candidates for the master's degree from Indiana Wesleyan University, or who do not meet the above requirements. Such students must complete the unclassified application form (contact a Program Representative) and submit a copy of a transcript showing the conferred undergraduate baccalaureate degree. A maximum of 15 credit hours can be earned as an unclassified student. Students wishing to change from unclassified to regular status must follow normal admission procedures and meet all stated admission requirements.

Dual Undergraduate/Graduate Enrollment

A senior who is currently enrolled at Indiana Wesleyan University and who is within the last semester of completing course requirements for the baccalaureate degree may, with the approval of the Dean, register for a maximum of two graduate courses per semester. Such students who desire to take additional graduate courses after earning the baccalaureate degree must follow the regular admission procedure.

Graduate courses may not be counted both for graduate and undergraduate requirements.

Previous IWU Credit

Courses taken at IWU more than seven years prior to admission or readmission to the Seminary cannot be used to fulfill the requirements for either the MA or M.Div. degree.

Graduation Requirements

- Completion of core requirements.
- Minimum grade of "C" in each core and elective course.
- Cumulative grade point average of 2.5.
- All requirements for the degree must be completed within six years of enrollment for the MA degree and ten years for the M.Div. degree.
- Payment of all tuition and fees is required to receive a diploma.

Advanced Standing with Credit

Graduates of undergraduate programs with relevant theological courses in Bible, theology, church history, and cultural contexts, and who enroll in the Seminary may receive advanced standing with credit on the basis of competence achieved in certain undergraduate courses. Advanced standing with credit (up to twelve semester hours toward the MDiv degree and up to six semester hours toward the MA degree) may be granted for the courses listed below under the following conditions:

- The courses were taken at a regionally accredited or ABHE accredited institution. The Seminary reserves the right to determine whether or not courses are equivalent.
- A student has received at least a "B" in the specific courses as indicated with at least one course on the 300 level and no course below the 200 level, and
- The student successfully demonstrates competency of the required graduate course outcomes through either an oral or written assessment performed by a designated academic representative of the seminary.
 - BIBL-500 The Bible as Christian Scripture - credit may be granted for this course if the student has successfully completed a hermeneutics/exegetical method course and at least one upper level Bible course.
 - THEO-500 Introduction to Christian Theology - credit may be granted for this course if the student has successfully completed at least two theology courses that together cover the primary topics of systematic theology.
 - CHST-500 Global Christian History - credit may be granted for this course if the student has successfully completed at least two church history courses that together cover Christian history from the early church to the present.
 - MISS-500 Cultural Contexts of Ministry - credit may be granted for this course if the student has successfully completed at least two courses that cover at least two of the following topics: cultural anthropology, urban ministry, cross-cultural ministry, or denominational history.

A student wishing to receive advanced standing with credit for BIBL-500, THEO-500, and CHST-500 must submit the application three months prior to the first day of the month in which the course is offered in the student's cohort schedule. The student will be notified of the designated faculty member's decision by the first day of the following month. Students who do not submit by this deadline will not be eligible for advanced standing with credit.

MA - Ministry

The Master of Arts is a 36 hour program that provides graduate-level training for working ministry practitioners. Costs are among the lowest charged by accredited programs and courses take place in convenient formats including online classes, one week intensives, and eight week classes that meet one night a week. A flexible curriculum allows students to choose courses based on their interest from a wide range of options. Top faculty members from IWU and across the country provide relevant and stimulating learning experiences. The program has a strong practical emphasis, making it ideal for persons currently engaged in ministry.

Wesley Seminary at Indiana Wesleyan University strives to promote the following key learning outcomes in the MA program. A student who has completed the MA degree with a major in Ministry should, with graduate-level competency, be able to:

- Implement life-long reflective learning skills to study and apply the disciplines required for faithful and fruitful ministry in various contexts.
- Demonstrate a deepening spiritual character and commitment to integrity in ministry.
- Operate from a solid biblical, theological, historical and cultural understanding that informs ministerial vocation.
- Apply core set of leadership, management and communication skills that advance the mission of God in the world.

The Master of Arts with a major in Ministry is offered through cohort groups which meet weekly online or on-site or through week-long intensive classes. Cohort programs are designed to take groups of students through a progression of 11 courses. An additional six hours of elective credits are needed to complete the 36-hour degree requirement.

Progression Policy - Students must have completed all core and concentration courses before enrolling in MIN-591.

Registration in MIN-591 will be cancelled for any students who fail to satisfactorily complete all core and concentration courses. All requirements for the degree must be completed within six years of enrollment.

Transfer Credit - A maximum of nine hours may be transferred from another accredited master's program, provided it falls within seven years prior to admission.

Previous IWU Credit - Courses taken at IWU more than seven years prior to admission or readmission to the Seminary cannot be used to fulfill the requirements for this degree.

Substitution of Courses - Students who have taken equivalent courses in their undergraduate program to BIBL-500 The Bible as Christian Scripture, THEO-500 Introduction to Christian Theology, and CHST-500 Global Christian History will be allowed/encouraged to substitute an advanced Bible, theology, or church history elective.

Continuing Enrollment - Students who are unable to complete MIN-591 within the allotted eight weeks will automatically be enrolled in MIN-595 Thesis/Project Continuation for a ten week continuation. A student may be enrolled in a maximum of two continuations. Failure to complete the course at the end of the second continuation will result in the student receiving a "No Credit" for MIN-591, and the student will be required to repeat MIN-591. A continuation fee applies.

Admission and Graduation Requirements for Wesley Seminary

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Concentration in Children, Youth, and Family Ministry Program of Study

Concentration Courses

CONG-530	Family Ministry for 21st Century Families	3
SPIR-550	Spiritual Life and Leadership	3
PROC-525	Effective Communication With Children And Youth	3
CONG-550	Child and Adolescent Development	3
CONG-540	Programming and Management in Family Ministry	3

Core Courses

MISS-500	Cultural Contexts of Ministry	3
BIBL-500	The Bible as Christian Scripture	3
THEO-500	Introduction to Christian Theology	3
CHST-500	Global Christian History	3
MIN-561	Research Methodology	1
MIN-591	Project	2 to 5
	Electives	6

Subtotal: 0

Concentration in Leadership Program of Study

Concentration Courses

LEAD-540	Non-Profit Management	3
PROC-520	Transformational Communication	3
SPIR-550	Spiritual Life and Leadership	3
LEAD-560	Power, Change, and Conflict Management	3
CONG-520	Building a Multi-Generational Ministry	3

Core Courses

MISS-500	Cultural Contexts of Ministry	3
BIBL-500	The Bible as Christian Scripture	3
THEO-500	Introduction to Christian Theology	3
CHST-500	Global Christian History	3
MIN-561	Research Methodology	1
MIN-591	Project	2 to 5
	Electives	6

Subtotal: 0

MDiv - Ministry

The MDiv is a 75 hour program that provides high quality, accessible, and economical ministerial training for pastors involved in local church ministry. Courses take place in online, blended, and on-site formats. To enroll in the degree, a person must have earned a bachelor's degree and be officially engaged in ministry at least 20 hours a week and connected with a worshipping body of Christian believers with whom they can successfully complete course assignments relating to the local church. Students take required courses (60 hours) in a carefully sequenced cohort format, but also have 15 hours of elective work. Professors include not only a core seminary faculty, but also draw on the strength of undergraduate faculty from IWU's School of Theology and Ministry, as well as on a cadre of prominent adjunct, affiliate, and visiting faculty who teach various courses each year.

Wesley Seminary at Indiana Wesleyan University strives to promote the following key learning outcomes in the MDiv program. A student who has completed the MDiv should, with graduate-level competency, be able to:

- Relate an informed understanding of relevant theories to a lifelong practice of ministry.
- Faithfully and fruitfully participate in the mission of God, lead a local congregation, facilitate worship, proclaim the word of God, spiritually form a people, and foster healthy interpersonal relationships.
- Delineate and implement a process of positive change and transformation into a holy person in one's personal, spiritual, vocational, congregational, and community life.
- Soundly integrate the Bible, Christian theology, and church history with each other and into the practice of ministry.

The required courses (60 hours) of the Master of Divinity degree are offered in cohort groups that meet weekly online or onsite, in addition to intensive and blended classes, which are often electives (15 hours). Cohort programs take students through a sequence of courses as a group. The core of the MDiv. curriculum consists of six, six-hour praxis courses of 16 weeks each, offered in the Fall and Spring. Each praxis course is further accompanied by a one-hour spiritual formation course. In addition, students take three-hour foundational courses in Bible, theology, church history, and ministry context in an intensive, one week format, along with a three-hour orientation and then capstone intensive courses. An additional 15 hours of elective credits are then needed to complete the 75 hour degree requirement.

Students who have taken equivalent courses in their undergraduate program to BIBL-500 The Bible as Christian Scripture, THEO-500 Introduction to Christian Theology, and CHST-500 Global Christian History will be allowed/encouraged to substitute an advanced Bible, theology, or church history elective, or may apply for Advanced Standing with credit.

MDiv students who wish to take the online versions of BIBL-500, THEO-500, or CHST-500 must have permission from the Dean of Wesley Seminary.

Progression Policy - Students must have completed all core courses before enrolling in MDIV-695. Registration in MDIV-695 will be cancelled for any students who fail to satisfactorily complete all core courses. All requirements for the degree must be completed within ten years of enrollment.

Residency Requirement - The default expectation of the MDiv program is to take at least 24 credit hours of the degree in a face-to-face setting. The student can then take the remainder of the program either online or onsite. Intensive courses are often offered around a weekend of yearly convocation, during which most students and faculty in the program come to campus.

Transfer Credit - A maximum of 27 hours may be transferred from another accredited master's program, provided it falls within seven years prior to admission.

Previous IWU Credit - Courses taken at IWU more than seven years prior to admission or readmission to the Seminary cannot be used to fulfill the requirements for this degree.

Bible Content Exam - Students in the MDiv program must pass the Bible Content exam with a 70% or higher prior to taking SPIR-540 Goal Setting and Accountability. Students who fail to achieve a sufficient score on the exam will be automatically withdrawn from future courses until such time as they pass the exam.

Admission and Graduation Requirements for Wesley Seminary

(p. 434)

M.Div. Program of Study

Foundational Courses

MDIV-500	Pastor, Church & World	3
MISS-500	Cultural Contexts of Ministry	3

BIBL-500	The Bible as Christian Scripture	3
THEO-500	Introduction to Christian Theology	3
CHST-500	Global Christian History	3
MDIV-695	Integration Capstone	3

Praxis Courses

MISS-600	The Missional Church	6
LEAD-600	Congregational Leadership	6
WSHP-600	Christian Worship	6
PROC-600	Christian Proclamation	6
CONG-600	Congregational Spiritual Formation	6
PCRE-600	Congregational Relationships	6

Spiritual Formation

SPIR-500	Spiritual Formation: Change & Transformation	1
SPIR-520	Spiritual Formation: Self Awareness & Appraisal	1
SPIR-540	Spiritual Formation: Goal Setting & Accountability	1
SPIR-560	Spiritual Formation: Mentoring & Spiritual Direction	1
SPIR-570	Spiritual Formation: Personal & Corporate Disciplines	1
SPIR-590	Spiritual Formation: Recovery & Deliverance	1

Electives

	Electives	15

Subtotal: 0

Total Credit Hours: 75

The Graduate School

The Graduate School is charged with the Supervision of graduate level education across the university. This includes the development and implementation of new graduate programs and degrees as well as the maintenance of existing programs and degrees. The current graduate degrees offered are the Master of Arts, the Master of Science, the Master of Science in Nursing, the Master of Business Administration, the Master of Public Affairs, the Master of Public Health, the Master of Divinity, the Master of Education, the Education Specialist degree, the Doctor of Nursing Practice, and the Doctor of Education (Ed. D.). In addition, a number of post-baccalaureate certificates and specialized training programs are offered through the various departments in the University. These degrees, certificates, and training programs are described in the respective departmental sections of the catalog.

The Dean of the Graduate School (Graduate Dean) is the chief academic officer for the Graduate School. The Dean is responsible for the development, evaluation, and administration of all graduate programs within the University. The Dean is also involved with issues involving graduate students including policies regarding admissions, retention, and progress toward graduation. Current Graduate Programs at IWU:

In The College of Arts and Sciences:

The Graduate Counseling Division in the School of Social and Behavioral and Business offers the Master of Arts degree with majors in:

- Clinical Mental Health Counseling
- Community Counseling
- Marriage and Family Counseling/Therapy
- School Counseling
- Addictions Counseling
- Student Development Administration

The School of Theology and Ministry offers the Bachelor of Science to Master of Arts degree in Christian Ministries in the:

- Kern Ministry Program

In the College of Adult and Professional Studies:

The Graduate Studies in Business Division in the School of Business and Leadership offers the following degrees:

- Master of Business Administration with majors in:
 - Business Administration
 - Healthcare Administration
 - Nursing Administration/Business Administration (dual MSN/MBA degree with the School of Nursing)
- Master of Science degree with majors in:
 - Management
 - Accounting
 - Human Resource Management

The Graduate Studies in Leadership Division in the School of Business and Leadership offers the following degrees:

- Master of Arts degree with a major in Organizational Leadership
- Doctor of Education degree with a major in Organizational Leadership

The Public Services and Applied Sciences Department in the School of Liberal Arts offers the following degree:

- Master of Public Affairs

The Adult Teacher Licensure Programs Department in the School of Educational Leadership offers the following program:

- Transition to Teaching Initial Licensure Program

The Advanced Studies for Teacher Leaders Department in the School of Educational Leadership offers the following program and degree:

- Teaching Certificate Programs
- Master of Education with majors in:
 - High Ability
 - Special Education
 - English Language Learners
 - Curriculum and Instruction
 - Teacher Leadership with specializations in:
 - Elementary Education
 - Secondary Education
- Master of Education (International)

The Office of Professional Development and Educational Licensing in the School of Educational Leadership offers the following program:

- ACSI Credentialing Program

The Educational Administration Department in the School of Educational Leadership offers the following program and degree:

- Principal Licensure Certificate Program
- Education Specialist

In the School of Nursing:

The Graduate Studies in Nursing Division offers the following degrees:

- Master of Science in Nursing with majors in:
 - Primary Care
 - Nursing Education
 - Nursing Administration
 - Nursing Administration/Business Administration (dual MSN/MBA degree with the School of Business and Leadership)
- Doctor of Nursing Practice

In the School of Health Sciences:

The School of Health Sciences offers the following degrees:

- Master of Public Health

In Wesley Seminary at Indiana Wesleyan University:

Wesley Seminary offers the following degrees:

- Master of Arts with a major in Ministry
- Master of Divinity

Master of Public Health

The Indiana Wesleyan University Master of Public Health (MPH) is a 45-credit-hour generalist degree designed to provide students with a thorough understanding of each of the five (5) core areas of public health including Biostatistics, Epidemiology,

Environmental Health, Health Services Administration, and Social and Behavioral Studies. The MPH program is designed to prepare students for a career where they can influence public health on a local, state, national and/or global level. Provided from a distinctly faith-based foundation through a unique hybrid learning model*, students will value, understand and apply the interrelated social-behavioral theories and contextual factors needed to address the complex health problems of 21st-century households, communities and organizations.

Upon satisfactory completion of the Master of Public Health program, students should be able to:

1. Apply evidence-based knowledge of social, biological and environmental determinants to disease and health conditions.
2. Employ appropriate methods of design, analysis and synthesis to address population-based health problems in urban, rural and global environments.
3. Synthesize the interrelationships among the organization, delivery and financing of health services.
4. Communicate public health principles and concepts through various strategies across multiple sectors of the community.
5. Promote diversity and cultural understanding in public health education, research and practice.
6. Demonstrate public health knowledge and skills in practice settings.
7. Demonstrate effective leadership competencies for building partnerships in advocating for public health programs and policies.
8. Articulate a Christian worldview toward various public health issues.

Accreditation

This degree program offered through Indiana Wesleyan University will seek national accreditation with the Council on Education in Public Health (CEPH).

Mission

We are committed to prepare students to improve the health of populations locally and globally through strengthening health systems, building stronger communities and facilitating healthy behavior from a faith-based foundation.

** The hybrid learning model consists of students attending class in person and on campus over five days per fall and spring semester with the remaining content being covered in an online setting.*

Master of Public Health - Courses

Requirements (45 credits)

Fall (9 credits)

MPH-510	Social and Behavioral Aspects of Health	3
MPH-530	Introduction to Epidemiology	3
IPE-565	Research Methods I	3

Fall (9 credits)

MPH-620	Health Systems Administration and Management	3
MPH-630	Advanced Epidemiology	3
MPH-640	Rural Health	3

Spring (9 credits)

IPE-605	Research Methods II	3
IPE-545	Biostatistics	3
MPH-570	Environmental Health	3

Spring (9 credits)

MPH-650	Health Program Planning, Implementation, And Evaluation	3
IPE-615	Health Policy	3
IPE-625	Organizational Leadership in Health	3

Care
Capstone Project - Graduation
Requirement

Summer (9 credits)

May Term:

MPH-520	Global Health	3

Summer I:

IPE-555	Bioethics: Theory, Application, and Decision-Making	3

Summer II:

MPH-610	Public Health Practicum	3

Requirements

Application

A carefully completed application for admission should be submitted to the Indiana Wesleyan University (IWU) School of Health Sciences Master of Public Health (MPH) program. Admission to this degree program is based on qualifications and space availability. This is a competitive program and application alone does not guarantee admittance. Admission is awarded without regard to sex, race, color, age, religion, national origin, or handicap.

Master of Public Health Degree Program Admissions Requirements

1. Applicants to the Master of Public Health (MPH) degree program must have a baccalaureate degree or higher from a regionally accredited college or university. The minimum grade point average (GPA) is 3.0 on a 4.0 scale. Exception to the GPA minimum score may be granted under extenuating circumstances.
2. A Graduate Record Exam (GRE) score of 146 on the verbal and 146 on the quantitative sections is required. For GRE exams taken prior to August 1, 2011, a minimum score of 1000 on the combined verbal and quantitative sections, with a verbal score of at least 400 and a quantitative score of at least 550. Exception to the GRE minimum score may be granted under extenuating circumstances.
3. **Application Form and Fee:** Submit a completed School of Health Sciences graduate application form with a \$50.00 non-refundable application fee. Checks should be made out to Indiana Wesleyan University.
4. **Official Transcript:** Submit official transcripts from all universities and/or colleges attended. Official transcripts from all post-high school educational experiences are to be included. Transfer students from a college or university abroad are also responsible for having their transcripts evaluated by a credential evaluation service such as World Education Services (WES) or Educational Credential Evaluators (ECE) for an official course-by-course credential evaluation (document-by-document evaluations will not suffice). Transcripts from international programs will be individually reviewed.
5. **Criminal History:** A company certified criminal history background check will be conducted at the applicant's expense. Clinical sites may have additional requirements, e.g., immunizations, a second background check and/or drug screen at the student's expense. Admission to and/or progression in the program may depend on your compliance and/or the results of these checks.
6. **International/Non-English Speaking Students:** A student who is living in the United States but is not a United States citizen must submit a copy of a visa or permanent resident status during the process of application. Students who do not speak English as their first and primary language must submit satisfactory scores from one of the following prior to admission to the university:
 - Test of English as a Foreign Language (TOEFL). For graduate students, a score of at least 600 (paper-based), 250 (computer-based), or 100 (Internet-based) is required for regular academic admission.
 - International English Language Testing System (IELTS). For graduate students, a score of at least 6.5 is required for regular academic admission.
7. **References:** Using the recommendation form, have three references submitted. At least one of the references should be from a health care provider and the other from a previous faculty member who can speak to your capacity to do graduate-level work.

8. **Writing Sample:** In a double-spaced typed essay of 500 to 750 words, explain your interest in the program, what you hope to achieve by completing the program, and how your personal or professional background relates to your interests or goals. The essay's content and the clarity of writing will be assessed as part of the admissions process.
9. **Prerequisite Courses:** Students are required to have a grade of "B" or better in Principles of Biology or an equivalent course as a foundation for success in professional-level graduate work in the MPH program.
10. **Resume:** Other aspects of an applicant's record, such as educational achievement, professional experience and clarity of career goals should be reflected in a resume. Admissions decisions are based on an overall assessment of the adequacy of an applicant's preparation and desire for the successful completion of a graduate course of study in Public Health.
11. **Deadline for Application:** We have a decision deadline of April 15 for all application materials including the interview with the faculty. Those applying after April 15 will be considered on a seat available basis. Decisions regarding the acceptability of applicants for the MPH program will be made by the admissions committee after evaluation of all pertinent application materials. Applications cannot be accurately reviewed until all application materials are received and requirements have been met. New or updated applications are required for those who defer a year or re-apply after refusal.

Graduation Requirements

To fulfill graduation requirements students must have completed all of the following:

1. All credits required in the course of studies with a minimum overall GPA of 3.0.
2. Minimum grade of "B-" (2.7 on a GPA scale) or higher in each course.
3. Payment of tuition and fees to receive a diploma.
4. Completion and successful written and oral presentation of the Capstone Project.

Tuition and Financial Aid

Tuition and Fees*

Program: Master of Public Health

Credit Hours: 45 Total

Tuition: \$593 / credit hour

The total cost of the program, including tuition and any fees, will be determined prior to your enrollment. Payment for each term is due by August 15 for fall and by December 15 for spring. Course textbooks are not included in the costs listed above.

The total credit hours and per-credit-hour costs listed above are effective for the required core program. Costs may change if you withdraw from the program and restart in a future program at a later date.

Financial Aid

Financial aid is available in the form of grants, loans, scholarships, veterans benefits, and even employer reimbursement.

For information about financial aid, call 866-468-6498, ext. 2116, visit our financial aid website, or email finaid@indwes.edu.

Scholarships up to \$8,000 available for the Fall 2013 inaugural class.

Mission - The Graduate School

Indiana Wesleyan University's Graduate School will provide a high quality, Christ-centered, graduate education in preparing advanced students to lead change in their world.

We seek to accomplish our mission by challenging students to pursue their leadership potential within a context of academic excellence, professionalism, and ethical behavior.

Communication with the Graduate School

Address	Indiana Wesleyan University 1900 W 50th St Marion IN 46953-5279 http://graduate.indwes.edu http://myIWU.indwes.edu
Administration	765-677-2090
Dean, The Graduate School	
Office of Student Services	765-677-2359
Financial Aid Office	765-677-2516 or 765-677-2116
Accounting	765-677-3265, 765-677-2878, or 765-677-2411
Resources	765-677-2854
Registrar's Office	765-677-2131

Graduate Studies in Business Division

The following programs are offered through the Graduate Studies in Business Division:

- Graduate Business Certificate Programs with concentrations in Accounting, Healthcare Management, and Human Resource Management
- Master of Business Administration (MBA) with majors in Business Administration, Healthcare Administration, Executive Management (Virtual MBA), International Business (Virtual MBA), and a dual degree and major with the School of Nursing (MSN/MBA)
- Master of Science Degree with majors in Management, Human Resource Management, and Accounting

IWU reserves the right to move students to another date, location, or online if less than eight students are registered at a particular location.

With departmental approval, credit may be transferred in from a regionally accredited institution (maximum of six hours).

The curriculum will be completed in the order established by Indiana Wesleyan University. The university reserves the right to modify the curriculum as necessary.

Students must complete the first course of their core program with a grade of "C" or higher. If a grade of "C-" or lower is earned in the first course, the course must be repeated satisfactorily before going on with a different cohort.

Graduate Business Certificate Programs

The Graduate Studies in Business Division offers 12-credit hour graduate certificates with concentrations in the following areas:

- Accounting
- Healthcare Management
- Human Resource Management

Admission Requirements

- Baccalaureate or master's degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education.
- Cumulative GPA of 3.0 from the degree-granting institution (baccalaureate or masters).
- Accounting Certificate requires accounting pre-requisites listed above.

- Students may be accepted as an unclassified student; official transcripts are required for verification of appropriate degree.

Completion Requirements

- Completion of 12 hours required for certificate. Courses must be taken at IWU.
- Minimum grade of "B" or higher in each course.

Certificate Programs - Graduate

In order to provide graduate students opportunities to focus on specific career-oriented areas, the School of Business and Leadership offers graduate certificates in the areas of Accounting, Healthcare Management, and Human Resource Management.

Graduate certificates are available to students who have a baccalaureate or master's degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education. Non-degree seeking students may be accepted with an unclassified status. Official transcripts must be submitted for verification of the appropriate degree.

The graduate certificate programs utilize both individual and project teams approaches.

Graduate Business Certificates - Requirements

Accounting

ACC-549	Financial Statement Preparation and Analysis	3
ACC-552	Auditing and Fraud Detection	3
ACC-554	Business Structure and Taxes	3
ACC-556	Accounting Information Systems and Control	3

Healthcare Management

HCM-549	Health Care Systems	3
HCM-552	Health Care Policy	3
HCM-554	Health Care Finance	3
HCM-556	Health Care Issues	3

Human Resource Management

HRM-549	Human Resources Management: An Overview	3
HRM-552	Compensation and Benefits	3
HRM-554	Employment Law	3
HRM-556	Motivation and Training	3

Master of Science Degree Programs

The Graduate Studies in Business Division offers a Master of Science Degree with majors in the following areas:

- Accounting
- Management
- Human Resource Management

Admission Requirements

Requirements for admission to the Master of Science programs are as follows:

- A baccalaureate or graduate degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- An undergraduate grade point average (GPA) of 2.5 or higher from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed. If an applicant's GPA is below 2.5, the student may be admitted on a probationary basis, as established by the guidelines of the School of Business and Leadership.

- A minimum of two years of significant full-time work experience.

Graduation Requirements

To graduate, students must have completed all of the following:

- All credits required in the curriculum sequence with a minimum GPA of 3.0 and a minimum grade of “C” in each course. A grade of “C-” or below will require the course to be repeated.
- Overall GPA of 3.0 in all IWU graduate work.
- Payment of all tuition and fees is required to receive a diploma.

MS - Accounting

Students in the Master of Science in with a major in Accounting program will learn to integrate knowledge of accounting standards and practices in performing forensic accounting and auditing services, financial reporting, and tax preparation and advisory services. Students will design appropriate communication strategies to achieve organizational goals and an ethical, legal, and biblical framework that guides interactions within the business environment and addresses the legal implications of business transactions and how they relate to accounting, auditing, and financial reporting.

It is highly recommended that students have successfully passed the following courses:

- Taxation I (300 level or better)
- Intermediate Accounting II (300 level or better)
- Auditing (400 level)
- Statistics

Upon completion of the program, students will be able to:

- Integrate knowledge of accounting standards and practices in performing forensic accounting and auditing services.
- Develop financial reports in accordance with accounting principles, ethical standards, and legal requirements.
- Synthesize knowledge of accounting theory and practice in providing tax preparation and advisory services.
- Create an ethical and legal framework that uses professional ethics to address the legal implications of business transactions, and how they relate to accounting, auditing, and financial reporting.
- Design appropriate communication strategies to achieve organization goals.
- Integrate a biblical framework that guides interactions within the business environment and workplace.

Admission and Graduation requirements for the Graduate Business Programs. (p. 277)

Accounting (MS) - Program of Study

Core Courses

MGMT-500	Applied Management Theory	3
ACCT-511	Ethics and Business Law for Accountants	3
COMM-515	Decision-Making and Essential Business Communication	3
ACCT-512	Financial Accounting Theory and Issues	3
ACCT-513	Accounting Information Systems and Control	3
ACCT-514	Advanced Auditing	3
ACCT-515	Advanced Tax Theory and Research	3
ACCT-516	Forensic Accounting and Fraud Examination	3

ACCT-517	Corporate Taxation	3
MGMT-590	Applied Management Capstone	3

MS - Human Resource Management

Students in the Master of Science with a major in Human Resource Management program utilize a biblical framework that guides interactions within the workplace to enhance the realization of human potential, analyze internal and external business environments, and formulate relevant human resource and communication strategies and solutions to ethically fulfill organizational mission, vision, values, and goals. Students will demonstrate a disposition for lifelong learning and continuous improvement.

Upon completion of the program, students will be able to:

- Enhance the realization of human potential in order to fulfill strategic organizational mission, vision, values, and goals.
- Demonstrate a disposition for lifelong learning and continuous growth.
- Analyze internal and external business environments and formulate relevant human resource strategies and solutions.
- Formulate ethical policies and procedures for use in human resource management.
- Develop appropriate communication strategies to achieve organization goals.
- Integrate a biblical framework that guides interactions within the workplace.

Admission and Graduation requirements for the Graduate Business Programs. (p. 277)

Human Resource Management (MS) - Program of Study

Core Courses

MGMT-500	Applied Management Theory	3
MGMT-512	Ethical and Legal Aspects of Management	3
COMM-515	Decision-Making and Essential Business Communication	3
HRMT-535	Human Resources Management	3
FINC-525	Accounting and Finance for Managers	3
HRMT-536	Evidence Based Tools for HR Decision- Making	3
HRMT-537	Staffing, Performance Management, and Training	3
HRMT-538	Total Rewards Management	3
HRMT-539	Labor Management Relations in the Global HR Environment	3
HRMT-541	Strategic Risk Assessment	3
HRMT-542	Organizational Renewal and Development	3
MGMT-590	Applied Management Capstone	3

MS - Management

The Master of Science degree with a major in Management is a 36-hour graduate program designed to develop and advance the personal and technical management skills of working professionals. It is envisioned that successful graduates should be able to enhance their positions in both the profit or non-profit sectors.

This is a career-oriented degree program with emphasis on gaining the knowledge and skills needed in working with and leading people in an organizational environment. The program features the following themes: IWU Mission Outcomes (Character, Scholarship, and Leadership), business decision-making and contemporary communication skills, critical thinking, managing in a competitive global environment, and technological competence.

Upon completion of the program, students will be able to:

- Synthesize organizational management knowledge and skills
- Analyze the internal and external environments and formulate relevant business and communication strategies and solutions needed to ethically lead, plan, organize, and control organization
- Develop personal management capabilities and integrate a biblical framework that guides interactions within the business environment and workplace

Admission and Graduation requirements for the Graduate Business Programs. (p. 277)

Management (MS) - Program of Study

Core Courses

MGMT-500	Applied Management Theory	3
MGMT-512	Ethical and Legal Aspects of Management	3
COMM-515	Decision-Making and Essential Business Communication	3
HRMT-535	Human Resources Management	3
FINC-525	Accounting and Finance for Managers	3
ECON-510	Economic Analysis for Managers	3
MKTG-530	Marketing Management	3
MGMT-520	Organizational Behavior	3
MGMT-528	Global Management	3
MGMT-532	Leadership and Organizational Change	3
MGMT-522	Business Strategy and Policy	3
MGMT-590	Applied Management Capstone	3

MBA Programs

The Graduate Studies in Business Division offers the MBA degree with the following majors:

- Business Administration
- Healthcare Administration
- Executive Management (Virtual Learning)
- International Business (Virtual Learning)
- Dual degree/major of MSN/MBA and Nursing Administration/Business Administration

Admission Requirements

Requirements for admission to the MBA programs are as follows:

- A baccalaureate or graduate degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- An undergraduate grade point average (GPA) of 2.5 or higher from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed. If an applicant's GPA is below 2.5, the student may be admitted on a probationary basis, as established by the guidelines of the School of Business and Leadership.
- A minimum of two years of significant full-time work experience.
- In addition, applicants to the dual degree program (MSN/MBA) must also meet the admission requirements established by the School of Nursing. See the MSN/MBA section (p. 283).

Graduation Requirements

To graduate, students must have completed all of the following:

- All credits required in the curriculum sequence with a minimum GPA of 3.0 and a minimum grade of “C” in each course. A grade of “C-” or below will require the course to be repeated.
- Overall GPA of 3.0 in all IWU graduate work.
- Payment of all tuition and fees is required to receive a diploma.

MBA - Business Administration Major

Students in the Master of Business Administration with a major in Business Administration program design solutions and strategies for complex business problems and opportunities, evaluate personal management capabilities and design a plan for economic growth, and integrate critical analysis with disciplines such as management, accounting, finance, and economics. Students will synthesize ethical standards in decision-making and strategy development, create appropriate communication strategies to achieve organizational goals, and integrate a biblical framework that guides interactions within the business environment and workplace.

Upon completion of the program, students will be able to:

- Design solutions and strategies for complex business problems and opportunities.
- Evaluate personal management capabilities and design a plan for continual growth
- Integrate critical analysis with business administration disciplines such as management, accounting, finance, and economics to ensure mission success.
- Synthesize ethical standards in decision-making and strategy development.
- Create appropriate communication strategies to achieve organization goals
- Integrate a biblical framework that guides interactions within the business.

Admission and Graduation requirements for the Graduate Business Programs. (p. 280)

MBA - Business Administration - Program of Study

Core Courses

MGMT-500	Applied Management Theory	3
MGMT-512	Ethical and Legal Aspects of Management	3
COMM-515	Decision-Making and Essential Business Communication	3
FINC-525	Accounting and Finance for Managers	3
ECON-511	Business Economics	3
MKTG-530	Marketing Management	3
MGMT-528	Global Management	3
ACCT-510	Managerial Accounting	3
FINC-530	Applied Managerial Finance	3
MGMT-532	Leadership and Organizational Change	3
STAT-535	Statistics for Business Decision-Making	3
ECON-512	Managerial Economics	3
MGMT-522	Business Strategy and Policy	3
MGMT-590	Applied Management Capstone	3

MBA - Healthcare Administration Major

Students in the Master of Business Administration with a major in Healthcare Administration program design solutions and strategies for complex business problems and opportunities within the healthcare industry, evaluate personal management capabilities and design a plan for economic growth, and integrate critical analysis with healthcare administration disciplines. Students will synthesize ethical standards in decision-making and strategy development, create appropriate communication

strategies to achieve organizational goals, and integrate a biblical framework that guides interactions within the healthcare environment and workplace.

Upon completion of the program, in addition to accomplishing missional learning outcomes, graduates will be able to:

- Design solutions and strategies for complex business problems and opportunities within the healthcare industry.
- Evaluate personal management capabilities and design a plan for continual growth.
- Integrate critical analysis with healthcare administration disciplines to ensure organizational success.
- Synthesize ethical standards in decision-making and strategy development.
- Create appropriate communication strategies to achieve organization goals.
- Integrate a biblical framework that guides interactions within the healthcare industry.

Admission and Graduation requirements for the Graduate Business Programs. (p. 280)

MBA - Healthcare Administration - Program of Study

Core Courses

MGMT-500	Applied Management Theory	3
MGMT-512	Ethical and Legal Aspects of Management	3
COMM-515	Decision-Making and Essential Business Communication	3
FINC-525	Accounting and Finance for Managers	3
ECON-511	Business Economics	3
HRMT-535	Human Resources Management	3
STAT-535	Statistics for Business Decision-Making	3
HCAD-511	Healthcare Governance and Organizational Structure	3
HCAD-513	Healthcare Principles and Policies	3
HCAD-512	Healthcare Finance	3
HCAD-514	Healthcare Technology and Information Management	3
HCAD-510	Healthcare Issues	3
HCAD-515	Healthcare Strategic Development	3
MGMT-590	Applied Management Capstone	3

MBA - Executive Management Major - Virtual Learning

The Virtual MBA degree program with major in Executive Management (MBVE) requires the completion of 36 credit hours. The Virtual MBA uses a virtual-reality setting to create an intense, interactive, experiential learning context to present a consistent real-world, on-the-job-training experience in which knowledge and skills can be transferred to the student. The Executive Management and International Business majors utilize a mastery-learning concept that keeps students from proceeding through a course until they demonstrate competency in each one of the multiple learning modules. See <http://www.indwes.edu/Adult-Graduate/Virtual-MBA/Program-Overview-and-Delivery/> for additional information and short video introduction.

Admission and Graduation requirements for the Graduate Business Programs. (p. 280)

MBA - Executive Management (Virtual Learning) - Program of Study

Core Courses

ADM-580	History of Management Thought	1
ADM-583	Management for Results	3
ADM-585	Management of Human Resources	3
ADM-584	Marketing for Results	3

ADM-582	Financial Accountability	3
ADM-586	International Business	3
ADM-587	International Finance	3
ADM-589	Leadership in Organizations	3
ADM-565	MIS and E-Business	3
ADM-555	Decision Analysis in Organizations	3
ADM-588	Organizational Strategy	3
ADM-560	Applied Management Capstone	3
ADM-561	Comprehensive Review & Exam	2

MBA - International Business Major - Virtual Learning

The Virtual MBA degree program with major in Executive Management (MBVE) requires the completion of 36 credit hours. The Virtual MBA uses a virtual-reality setting to create an intense, interactive, experiential learning context to present a consistent real-world, on-the-job-training experience in which knowledge and skills can be transferred to the student. The Executive Management and International Business majors utilize a mastery-learning concept that keeps students from proceeding through a course until they demonstrate competency in each one of the multiple learning modules.

See <http://www.indwes.edu/Adult-Graduate/Virtual-MBA/Program-Overview-and-Delivery/> for additional information and short video introduction.

Admission and Graduation requirements for the Graduate Business Programs. (p. 280)

MBA - International Business (Virtual Learning) - Program of Study

Core Courses

ADM-581	History of International Trade	1
ADM-583	Management for Results	3
ADM-585	Management of Human Resources	3
ADM-584	Marketing for Results	3
ADM-582	Financial Accountability	3
ADM-586	International Business	3
ADM-587	International Finance	3
ADM-589	Leadership in Organizations	3
ADM-567	Business and Culture	3
ADM-569	Import and Export	3
ADM-588	Organizational Strategy	3
ADM-560	Applied Management Capstone	3
ADM-561	Comprehensive Review & Exam	2

MBA - Dual Degree and Major Program - MSN and MBA

The MSN/MBA is a dual degree resulting in Master of Science in Nursing (with a major in Nursing Administration) and a Master of Business Administration. The 60-credit degree will include 30 credits from Nursing and 30 credits coming from Business. The MSN/MBA is designed to meet the worldwide need for principle centered nursing leaders with strong fiscal knowledge and skill. Written problem analysis is required throughout the program, as is the development of presentation skills.

The Nursing curriculum uses American Organization of Nurse Executive Competencies as a focus. A Portfolio is developed using these competencies as a framework. The Business courses focus on economics, accounting, and organizational development as well as significant leadership and management skills.

Graduates will be prepared to assume leadership/administrative roles within a variety of healthcare settings. Graduates of the program are eligible to apply for certification by nursing administration credentialing bodies.

Admission and Graduation requirements for the Graduate Business Programs (p. 280).

Additional Admission Requirements for students applying to the MSN/MBA dual degree program:

- B.S.N. or B.S. degree with a major in nursing from an accredited program. Students with a non-nursing major who have a minimum of 10 years of recent experience in nursing practice may also be considered for admission. These candidates must also submit a portfolio which includes:

- Current CV/resume including evidence of accomplishments in nursing based on the nine baccalaureate nursing essentials
- An expanded goal statement, reflecting how they intend to make an impact in nursing with their MSN
- Undergraduate grade-point average of 3.0 on a 4.0 scale from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed.
- Anyone applying to become a student at Indiana Wesleyan University must provide proof that all nursing licenses – whether current or inactive – are unencumbered. Potential students with encumbered nursing licenses will not be considered eligible for enrollment at Indiana Wesleyan University.
- Three letters of recommendation which must include references from: a former instructor, a pastor or someone with whom the applicant has worked in the past year who can attest to the applicant's service record or character, and a direct supervisor.
- Original transcript from the degree granting institution.
- A writing sample will be required, consisting of responses to three questions selected from a provided list.
- At least one year of professional practice. Students applying for admission to the Primary Care Program must have 500 hours of direct contact and/or care for patients within the year prior to admission. Students applying for admission to the Nursing Administration or Nursing Education majors must have 1000 hours of nursing practice within the three years prior to admission.
- A criminal history background check must be completed before registration for any track of the graduate nursing program. Letters of acceptance from the Division of Graduate Studies in Nursing will include instructions for completing the criminal background check. The criminal background check must be completed two weeks before the beginning of the first course. A second criminal background check and drug screen will be required for Primary Care students two weeks before the first clinical course begins. Instructions for the second criminal background check and drug screen will be sent to students by the Division of Graduate Studies in Nursing. Progression in the program may depend on the results of these checks.
- Test of English as a Foreign Language (TOEFL) if English is not first language. For graduate students, a score of at least 600 (paper-based), 250 (computer-based), or 100 (Internet-based) is required for regular academic admission.

Admission to all graduate nursing majors begins with submission of required application forms, letters of recommendation, writing sample, and official transcripts of previous college and university studies. Applications will be received by the Division of Graduate Studies in Nursing. Applications will be kept on file for a period of 18 months. Acceptance into any graduate nursing program will remain valid for a period of 18 months.

To assist in the decision-making process, the Division of Graduate Studies in Nursing reserves the right to require the applicant to:

- Interview with the Committee; and/or
- Take the GRE

Progression Policy:

- All Business courses must be completed with a grade of "C" or higher.
- GNUR-501, GNUR 513A, GNUR-510, and GNUR-530 must be completed with a grade of "C" or higher.
- NRA-670, NRA-671, NRA-672, NRA-673, NRA-676, NRA-678, and GNUR-513B must be completed with a grade of "B" or higher.
- Failure to successfully complete any Nursing course will result in immediate withdrawal from the program until the course is repeated and a satisfactory grade is earned.
- Students must complete the MSN/MBA Program within five years of matriculation.

MSN and MBA Dual Degree - Program of Study

Business Administration Courses

MGMT-500 Applied Management Theory

HCM-552	Health Care Policy	3
ADM-550	Ethics, Law and Leadership	3
ADM-554	Operations and Strategy	3
ADM-545	Organizational Development and Change	3
ADM-537N	Managerial Finance for Nurse Administrators	3
ADM-524	Managerial Economics	3
ADM-534	Applied Economics	3
ADM-514N	Managerial Accounting for Nurse Administrators	3
MGT-541	Applied Marketing Management	3
Nursing Administration Courses		
GNUR-501	Evidence Based Communication	3
GNUR-513A	Professional Development for Advanced Practice - A	1
NRA-670	Interdisciplinary Professional Development	3
GNUR-510	Theoretical Foundations for Advanced Nursing Practice	2
GNUR-530	Utilization of Research for Evidence Based Practice	3
NRA-671	Professional Role Development for the Nurse Administrator	3
NRA-672	Management of Healthcare Delivery Systems	3
NRA-673	Nursing Leadership and Human Resources	3
NRA-676	Organization and Finance of Healthcare	3
NRA-678	Advanced Nursing Management	5
GNUR-513B	Professional Development for Advanced Practice - B	1

Subtotal: 60

Total Credit Hours: 60

Graduate Studies in Leadership Division

The Graduate Studies in Leadership Division offers the following programs:

Master of Arts Degree (MA) with a major in Organizational Leadership

Doctor of Education Degree (Ed.D.) with a major in Organizational Leadership

Organizational Leadership - Ed.D.

The Doctor of Education degree with a major in Organizational Leadership (Ed.D.) provides an advanced graduate education for students seeking academic positions in research and teaching at leading universities, and for those seeking leadership opportunities in corporations, entrepreneurial businesses, health care, faith-based institutions, government, and non-profit organizations. This program is designed for working adults who have the intellectual capacity for advanced study, who thrive on the challenge of self-directed learning, and who desire to master the discipline of organizational leadership.

Admission Requirements

This is a selective program and there is no guaranteed admittance even though applicants meet all the admissions requirements. The requirements for admission to the program include:*

- A master's degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education verified on original transcripts sent by the institution directly to Indiana Wesleyan University; or
- An Education Specialist (Ed.S.) degree from a college or university accredited by a regional accrediting body verified on original transcripts sent by the institution directly to Indiana Wesleyan University. The Ed.S. program completed by the applicant must be nationally recognized by the Educational Leadership Constituents Council (ELCC) to be eligible for admission to the DOL program at Indiana Wesleyan University.
- An undergraduate grade point average (GPA) of 2.75 or higher from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed.
- A graduate grade point average (GPA) of 3.0 or higher from the master's degree granting institution at which at least a minimum of 24 hours was completed.
- A minimum of five years of leadership experience in the workplace, volunteer organizations, or the classroom.
- Submission of all documents required by the Admissions Selection Committee and approval by the committee for admission into the program.

*The Admissions Selection Committee retains the right to waive admission requirements for special circumstances.

Application Process

The goal is to admit highly qualified students, with clear career objectives, who choose to enter the doctoral program after obtaining a master's degree. To apply for admission to the doctoral program, the applicant must complete the following steps:

- Submit a formal application with the non-refundable application fee of \$50. Send all application process materials to the attention of Graduate Admissions.
- Send a current resume that includes a career objective, previous undergraduate and graduate work, work experience, and special recognition or awards. The resume should make clear the number of employees the applicant has supervised in all leadership positions.
- Send at least three recommendation forms from the applicant's current manager (this may be the chairman of the board of directors or a peer at another organization for CEOs), an academic in higher education, and someone that can speak to the spiritual character of the applicant.
- Prepare and submit a five to six page scholarly essay according to the requirements and outline in the application packet.
- Arrange to have your undergraduate transcript and graduate transcript sent from the accredited institution granting the respective degree. Transcripts should be supplied from all institutions the applicant has attended subsequent to the completion of the bachelor's degree.
 - NOTE: Ed.S. graduates making application to the program must submit a transcript showing the degree was conferred from a regionally accredited institution. Ed.S. applicants who completed their program from another institution must provide evidence that the Ed.S. program completed was nationally recognized by the Educational Leadership Constituents Council (ELCC).
- Arrange to take (or already have taken) the general test portion of the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) may be substituted at the discretion of the Admissions Selection Committee.

Formal Application Essay

This essay is an essential aspect of the admission process and will be carefully assessed in order to make an informed decision regarding your acceptance into the Ed.D. program. Please follow the guidelines carefully addressing each question. The essay will be assessed in regard to:

- Typed, double-spaced, and numbered with a minimum of five pages and maximum of six pages.
- Clear and convincing response to the questions.
- Organization and presentation (i.e., readability and formatting).
- Evidence of critical thinking that is clearly expressed.
- It should be carefully proof read and use convincing language and phrasing.

- Evidence of scholarly (academic) writing skills that evidences an ability to analyze and integrate literature from the leadership field.

Essay Questions

All questions are to be answered in a manner that demonstrates the scholarship and critical thinking of the applicant. The questions to be addressed in the essay include:

- How will the attainment of the Ed.D. with a major in Organizational Leadership enhance your ability to fulfill your life purpose?
- How will your leadership experience prepare you to excel in a doctoral leadership program?
- How will your current leadership position enable you to put into practice the concepts and principles that you hope to learn in this program?
- What is your understanding of the concept of leadership and of the need for it in your professional field?
- What convincing evidence can you offer that you are prepared for the scholarship necessary to complete doctoral coursework and a dissertation?
- Do you have convincing evidence of sufficient computer skills to engage in online discussion forums, access online library resources, engage in online videoconferencing, word processing, spreadsheet, and presentation software?

Admissions Selection Process

The admissions selection process is as follows:

- Submit completed application and forms to Adult Enrollment Services.
- The completed Application Files will be reviewed and evaluated by the Admissions Selection Committee.
- The Admissions Selection Committee will recommend admissions approval to the Chair.
- A letter of approval will be sent to the student by the Chair.
- Students will then confirm their intent to commence the program and send a \$200 deposit that can hold a position in the program for the student and be applied to the first tuition and fee statement.

Mission

The mission of the program is to provide a Christ-centered, challenging, and field-based doctoral program enabling organizational leadership students to become accomplished in current knowledge, theory-in-use, research, self-directed learning, and as facilitators of organizational learning.

The curriculum is designed to contribute to a student's development as a servant leader, who has demonstrated competence in seven domains of knowledge represented in the conceptual model that guides the program design. These domains include servant leadership, personal authenticity, governance and ethics, globalization and multiculturalism, change, innovation and entrepreneurship, organizational theory and research, and organizational learning. A foundational expertise integrated into each domain is the mastery of critical thinking, research, and problem solving.

The College of Adult and Professional Studies offers advanced graduate education for students seeking academic positions in research and teaching at leading universities, leadership opportunities in corporations, entrepreneurial businesses, health care institutions, higher education, faith-based institutions, government, and nonprofit organizations. The program is designed for working adults who have the intellectual capacity for advanced study, who thrive on the challenge of self-directed learning, who desire to master the discipline of organizational leadership, and those who purpose to contribute to Indiana Wesleyan University's mission to raise up leaders as World Changers.

The College of Adult and Professional Studies offers the dynamic combination of an integrated and seamless lock-step curriculum and technologically advanced facilities. At the very heart of these resources are the faculty and coursework grounded in theory and practice and leading organizational learning, change, and innovation. Our advanced graduate faculty is committed to critical inquiry, excellent teaching, and responsiveness to students. The curriculum reflects current knowledge and best practice and enables the students to meet the rigorous challenges of doctoral studies in a Christ-centered culture.

The desire of the faculty and administration of the College of Adult and Professional Studies in general and the faculty of the Division of Graduate Studies in Leadership in particular is to present a Doctor of Education (Ed.D.) degree program that prepares students to be Christian Leaders in their world, and from that perspective to initiate significant change for Christ. The

faculty values the integration of Christian principles of faith and practice into both academic and work settings. We have developed our university mission statement to reflect this desire and this value, and the mission of the College of Adult and Professional Studies and that of the Ed.D. degree support and extend the broader university mission. For that reason, all classes include a component of faith integration, either through the basic nature of the course or via specific course objectives. It is our hope that this curricular exposure to faith integration will be the beginning of personal growth and spiritual development by each student in the program.

Program Requirements

Transfer Credits for Ed.S. Applicants

Students who have graduated with an Educational Specialist (Ed.S.) degree from a college or university accredited by a regional accrediting body and from a program nationally recognized by the Educational Leadership Constituents Council (ELCC) may transfer up to 30 credit hours of post-master's credit. Transferable credits include those credits for which a grade of "B" or higher was earned in a post-master's course meeting the following criteria of the transcript audit:

- The course is clearly comparable to one of the Ed.D. program course offerings.
- The course is at the 600 or higher numbering system and was not part of the master's degree requirements.
- The course has been completed within the past five years.
- The course reflects current knowledge-base and best practice.
- The course reflects higher order thinking, study, and assessment requirements of the scholarship of discovery.

Transfer Credits for non-Ed.S. Applicants

Students may transfer up to nine hours of post-master's credit from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education provided a grade of "B" or higher was earned in a post-masters course meeting the following criteria of the transcript audit:

- The course is clearly comparable to one of the Ed.D. program course offerings.
- The course is at the 600 or higher numbering system and was not part of the master's degree requirements.
- The course has been completed within the past five years.
- The course reflects current knowledge-base and best practice.
- The course reflects higher order thinking, study, assessment requirements of the scholarship of discovery.

Advanced Degree Appeals for Transferring Additional Hours

Students who have obtained a professional graduate degree requiring 60 credit hours or more may petition to have appropriate coursework transferred into the doctoral program under the same conditions as non-Ed.S. applicants with post-master's credit.

Graduate students having earned a doctoral degree or a professional degree requiring 90 or more credit hours (e.g., Educational Administration, Counseling, Psychology, and so forth) may appeal in writing, to the Chair, Division of Graduate Studies in Leadership, for a transcript audit to transfer up to nine additional hours (18 maximum). The letter of appeal, requesting more than nine hours of transfer credit, should clearly explain and justify the request. The letter of appeal should be supported with a dossier showing clear and convincing alignment with the course of studies and having met the criteria set forth in the policy and items one through five above.

Prerequisites for Ed.S. Graduates

Ed.S. graduates entering the doctoral program must satisfactorily complete EDL-770A, EDL-770B, and EDL-770C before beginning the Ed.D. coursework.

Attendance Policy

All doctoral courses are a blend of live and interactive online discussions (Ed-U-Flex). Students are expected to attend all live sessions and substantively engage in all interactive online discussions, tests, quizzes, and prescribed learning activities.

- Live Class Sessions - Live classes are held on Saturdays from 9:00 am to 5:00 pm and meet on the first, fourth, and eighth Saturdays of the September, January, and April terms. Students are expected to be in attendance when class begins, and remain the entire session. A student may be allowed one absence per course. These are only to be used when absolutely necessary and require approval from the faculty member teaching the course. (Bad weather, work and family emergencies,

and illness are the primary reason for which students should reserve their option of missing one class meeting per term.) Students need to contact the faculty member regarding make-up work. The criteria for full participation attendance points will be determined by the faculty member.

- Online Attendance - Attendance is determined by participating in weekly discussions. Failure to participate in each weekly discussion forum will constitute an absence for that workshop. Participating in discussion does not guarantee full participation attendance points. The criteria for full participation attendance points will be determined by the course professor. A student may be allowed one participation absence per course. Students need to contact the faculty member regarding make-up work.
- Excessive Absences - If a student exceeds the allowed absences and does not contact the Office of Student Services to officially withdraw before the last class session, the professor is directed to issue the grade of "F."
- Students are expected to take courses in the predetermined sequence. Students who are unable to participate in a course due to unavoidable circumstances must arrange for a temporary leave of absence with the Office of Student Services prior to the beginning of the course. Students needing to withdraw while in a course may do so with permission of the Division Chair and by arrangement with the Office of Student Services prior to the end of the course, but the regular refund and academic withdrawal policies apply.

Residency

Residency for the doctoral program is satisfied by living on campus during three Summer Residency Institutes. These institutes are seven days in length and begin on a Saturday and go through the following Friday. (The exception is for those students participating in their first Summer Institute that must attend from Friday to Friday for 7½ days.) Students are expected to be in attendance every day of each institute and are not allowed an absence from required workshops, events, or class sessions that are scheduled during the Institute. The Summer Residency Institutes are normally attended during three consecutive years. However, in unusual circumstances a student may be given permission by the Division Chair to skip a year and attend the Institute another year. In no circumstances will a student be allowed more than four years to complete their residency. Students are expected to follow the community lifestyle statement of the university while living on campus. This includes refraining from the use of alcohol and tobacco.

Withdrawal from a Course

A student that withdraws from a course will need to get permission from the Department Chair to continue in the program and will need to follow the plan of study prescribed by the Department Chair.

Students needing to officially withdraw from a course will be required to contact the Office of Student Services. Tuition will be reimbursed according to the following schedule:

- 100% of the tuition fee if withdrawing within the first seven days of attending the first live class session of the course,
- 90% of the tuition fee if withdrawing between the 8th and by the 14th day of the course,
- 50% of the tuition fee if withdrawing between the 15th and by the 21st day of the course, and
- No refund after the 21st day from the start date of the course.

Student withdrawing from the summer residency will be assessed a fee to cover the costs of room and meals.

Satisfactory Academic Progress

Students enrolled in the Ed.D. program are regarded as members of the academic community of Indiana Wesleyan University and are held responsible for conducting themselves in conformity with the standards of conduct for adult learners. Continued enrollment in the program is at all times subject to review of the student's academic record and of the student's actions with regard to observance of university rules and regulations.

The student must achieve a GPA of 3.0 by the end of the third term in order to continue in the program and cannot have a grade of less than a "B-" in any course. Students will become academically ineligible to continue enrollment when any of the following are received in coursework of the Ed. D. program of study:

- Grade point average (GPA) drops below 3.0 after the first three terms of the program.
- The required 3.25 GPA for graduation is not achieved within the first 27 credit hours of the program.

A student who is dismissed for academic reasons will be eligible to reapply for admission on a provisional basis after two terms or the equivalent, but only upon the recommendation of the Division Chair and with the approval of the Associate Dean of the School of Business and Leadership.

Students who fall below the required 3.25 GPA at any point in their program of study will be placed on academic probation and given a determined amount of time to raise the GPA to the required level. The amount of time given will be decided by a committee consisting of the student's advisor and the Division Chair.

Students that have a grade of incomplete in two or more courses are subject to suspension from the program for a time that is to be designated by the Division Chair in consultation with faculty members that have taught the courses in which the student has received the incomplete grade.

Students who do not follow the courses in the designated sequence, or who withdraw from a course, must undergo advising before being allowed to register for another course. The student's advisor will submit the reenrollment form to the Division Chair for approval. The student may then be registered for another course by Student Services.

IWU reserves the right to deny enrollment to any student, even though the student has met the minimum grade point average required, if it is apparent from the student's academic record of required courses that the student will not be able to meet the graduation requirements.

Comprehensive Exam

At the end of coursework, a comprehensive examination will be administered to each student in the Ed.D. program. This exam will be designed to:

- Determine the student's grasp of leadership understanding across the curriculum;
- Assess the student's ability to adapt and integrate leadership theory and current best practice across the curriculum, including the integration of faith and practice;
- Give the student the opportunity to demonstrate higher order thinking with reference to Organizational Leadership theory and practice.

The exam will be constructed to cover the major domains of the program and will be administered by a committee of full-time faculty in the Division of Graduate Studies in Leadership. The Comprehensive Examination Policy Guide is published annually before Comprehensive Examinations. All policies and guidelines published annually in the Guide become official academic policy of the Division and take precedent over any policies published in the catalog.

The Dissertation

The dissertation will be a field-based, practice-centered inquiry that attests to the student's understanding of the field and ability to conduct scholarly inquiry about an issue related to leadership practices and performance in organizations from which other leaders can benefit. In addition, the research must provide a unique contribution to the understanding of organizational leadership.

Students may conduct qualitative or quantitative research, culture evaluation, needs assessment, or any other type of research which meets the approval of their Dissertation Committee. The dissertation is expected to meet the highest standards of scholarship and inquiry, and should demonstrate doctoral level composition and format. The writer should identify the problem and its significance, outline the background and literature that informs the problem, and collect and analyze data. This should result in a written document detailing findings, implications, and recommendations for future policy, governance, and/or practice.

Dissertation Requirements

The Organizational Leadership major is a 60 semester hour program. The dissertation courses include a minimum of 12 hours beyond the 48 hours of designated courses.

Every Organizational Leadership student will be required to write and defend a dissertation. The Organizational Leadership course of studies emphasizes the development of theory-in-use research and skills with a practitioner focus. A doctoral research study addresses a problem of practice, where the focus is upon the integration of knowledge or its application. A variety of research methods may be used, resulting in a number of alternative forms of scholarly study, such as an organizational improvement study, a culture evaluation study, a governance and policy analysis study, or a problem resolution study. A dissertation generates or confirms knowledge and expanded capacity while linking theory-in-use to current best practice. The

process of scholarship, research, and leadership utilizes a variety of research methods, including empirical, interpretive, or critical. All doctoral research studies and dissertations will result in a substantial written document.

Three credit hours of a dissertation seminar are required. The seminar may be taken when the student successfully completes the courses offered during the term in which the student participates in their third summer residency. This enables the graduate students to integrate coursework, field-based action learning, and organizational improvement initiatives into the research design of their dissertation. Nine credit hours of dissertation credit are required during year three. Graduate students not defending their dissertation during the summer following the third year will be expected to maintain continuous enrollment and pay a dissertation continuation one hour tuition fee for each subsequent term until the dissertation is defended and approved.

A Dissertation Policy Manual will be issued by the Division of Graduate Studies in Leadership and published annually. Students are expected to follow all policies, procedures, and guidelines contained in the most recent manual. A student that is unable to complete their dissertation within one year must follow the guidelines issued for the following year. For example, a student that completes their 700 and 800 level coursework in 2010 will be given a Dissertation Policy Manual issued at the Summer Residency Institute in 2010, but if the student's dissertation is not completed by June 30, 2011, the student will then be expected to follow the guidelines and policies contained in the Dissertation Policy Manual issued in July, 2011.

Degree Completion Limits

The Ed.D. program is designed as a lock-step curriculum, which is to be completed in 27 months, plus the dissertation. The time limit for completing the dissertation is four years from the point of completing the DL-915 course. Any exceptions to this policy must be made via a written petition presented, approved, and filed by the Division Chair.

Dissertation Continuation

Doctoral students not completing the dissertation by the end of the July term of the fourth year will be required to maintain continuous enrollment. They will be required to enroll in a one-hour Dissertation Continuation course (DOL-922) with the university each successive term until the dissertation is successfully defended. Students will pay the one hour tuition fee and a \$25 per term resource fee to maintain continuous enrollment.

Candidate Status

Doctoral students will attain candidacy status upon successful:

- Completion of all course work.
- Written and oral defense of the Comprehensive Exam.
- Completion and committee approval of the dissertation proposal (Chapters 1-3).

EdD - Organizational Leadership

Organizational Leadership (Ed.D.) - Program of Study

A student is expected to take courses in a specified sequence and this sequence can only be changed with the permission of the Division Chair for Graduate Studies in Leadership. Permission is normally granted for students that want to pursue a four-year as opposed to the normal three-year course of study. The three-year course of study is detailed below.

Year One

July Term

DOL-715	Leadership and Personal Development	3
DOL-720	Critical Inquiry	3

September Term

DOL-735	Advanced Leadership Theory	3
DOL-760A	Seminars and Praxis in Organizational Leadership-A	1 to 2

January Term

DOL-740	Organization Theory and Design	3
DOL-760B	Seminars and Praxis in	1

Organizational Leadership-B

April Term

DOL-810	Statistical Research Design	3
DOL-760C	Seminars and Praxis in Organizational Leadership-C	1

Year Two**July Term**

DOL-750	Change, Innovation, and Entrepreneurship	3
DOL-830	Global Perspectives on Leadership	3

September Term

DOL-840	Ethics and Leadership	3
DOL-860A	Advanced Seminars and Praxis in Organizational Leadership-A or	1
DOL-865A	Advanced Global Seminars and Praxis in Organizational Leadership- A	2

January Term

DOL-820	Advanced Research Design Learning	3
DOL-860B	Advanced Seminars and Praxis in Organizational Leadership-B or	1
DOL-865B	Advanced Global Seminars and Praxis in Organizational Leadership- B	2

April Term

DOL-800	Organizational and Adult Learning	3
DOL-860C	Advanced Seminars and Praxis in Organizational Leadership-C or	1
DOL-865C	Advanced Global Seminars and Praxis in Organizational Leadership- C	2

Year Three**July Term**

DOL-855	Stewardship	3
DOL-880	Application of Research Methods	3

September Term

DOL-915	Dissertation Seminar	3

Students on the four year plan may substitute DOL-910, DOL-900A, and DOL-900B for DOL-915

January Term

DOL-920	Dissertation	3

April Term

DOL-920	Dissertation	3

July Term

DOL-920	Dissertation	3

Students will continue to register for DOL-922 Dissertation Continuation all subsequent terms until dissertation is completed.

Subtotal: 0

Organizational Leadership (Ed.D.) - Program of Study for Ed.S. Admitted Students

A student is expected to take courses in a specific sequence and this sequence can only be changed with the permission of the Division Chair for Graduate Studies in Leadership. The program of study for students transferring from a completed Ed.S. program is based on the transfer of 30 credit hours from a qualified and completed Ed.S. program to the DOL program of study. Students transferring from an approved Ed.S. program will begin the DOL coursework in the July term, and must complete EDL-770A, EDL-770B, and EDL-770C before matriculation. The two-year course of study is detailed below.

Transferable Credits from Ed.S. (30)

Prerequisite Courses

EDL-770A	Advanced Leadership Seminar and Praxis for Educators	3
EDL-770B	Advanced Leadership Seminar and Praxis For Educators	3
EDL-770C	Advanced Leadership Seminar and Praxis For Educators	3

Year One

July Term

DOL-720	Critical Inquiry	3

September Term

DOL-735	Advanced Leadership Theory	3

January Term

DOL-820	Advanced Research Design Learning	3

April Term

DOL-810	Statistical Research Design	3

Year Two

July Term

DOL-855	Stewardship	3
DOL-880	Application of Research Methods	3

September Term

DOL-915	Dissertation Seminar	3

January Term

DOL-920	Dissertation	3

April Term

DOL-920	Dissertation	3

Year Three

DOL-920	Dissertation	3

Subtotal: 0

Organizational Leadership - MA

Admission Requirements

- A baccalaureate degree from a regionally accredited college or university or an institution accredited by the Association for Biblical Higher Education.
- A minimum GPA of 3.0 in all undergraduate work (or 2.75 with approval from Department chair).
- A minimum of three years of significant experience in the workplace.
- Must currently be in a leadership position or demonstrate aspirations to attain a leadership position.

Graduation Requirements

- All 36 credits required in the curriculum sequence with a minimum GPA of 3.0 and a minimum grade of "C" in each course. A grade of "C-" or below will require the course to be repeated.
- Overall GPA of 3.0 in all IWU graduate work.
- Payment of all tuition and fees is required to receive a diploma.

MA - Organizational Leadership

The Master of Arts degree with a major in Organizational Leadership will provide graduates with the fundamental knowledge of leadership theory and skills to practice leadership in organizations. The program is targeted at students from all organizations (including business), but the focus will be on recruiting individuals from nonprofit organizations, government, military, and ministries.

Upon completion of the program students should be able to:

- Describe leadership theories and explain how they guide the practice of organizational leadership.
- Understand and practice authenticity and integrity as a part of their character and leadership.
- Synthesize knowledge about the foundational concepts of wisdom, followership, and stewardship as it applies to leadership.
- Evaluate ethical dilemmas that face leaders and implement the appropriate response.
- Analyze organizational problems and determine how the behavior of leaders and followers within an organization will be impacted.
- Evaluate the change and learning needs of an organization and implement appropriate strategies for redirecting the organization toward its goals.
- Develop and implement a strategic plan for an organization that emphasizes governance and stewardship principles.
- Practice scholarship by identifying organizational problems, researching the problem, and reporting the results of the research.

Organizational Leadership (MA) - Program of Study

Core Courses

MOL-500	Leadership Theory	3
MOL-505	Wisdom and Leadership	3
MOL-510A	Leadership Praxis	1
MOL-515	Followership	3
MOL-520	Ethical Challenges of Leadership	3
MOL-510B	Leadership Praxis	1
MOL-525	Organizational Behavior and Communication	3
MOL-530	Organizational Learning and Change	3
MOL-510C	Leadership Praxis	1
MOL-535	Stewardship and Strategic Planning	3
MOL-540	Research and Evaluation Methods for Leaders	3
MOL-510D	Leadership Praxis	1
MOL-565	Leadership Thesis	6
MOL-511	Leadership Praxis Seminar	2

Total Credit Hours: 0

Adult Teacher Licensure Programs Department

The Adult Teacher Licensure Programs Department offers the Transition to Teaching (TTT) initial licensure program.

Initial Licensure Program

Indiana Wesleyan University's Transition to Teaching (TTT) program is a graduate level, non-degree initial licensure program structured to help adults who are motivated to take their life and work experience into the classroom - to mold the minds of Indiana's future leaders. Candidates provide the content knowledge - Indiana Wesleyan University will provide the teaching theory and techniques to facilitate their growth in becoming a world-changing teacher.

There are three major areas of the Transition to Teaching program:

- **Subject Knowledge:** The basic premise behind this program is that adults with a baccalaureate degree and work experience in a particular field possess sufficient knowledge on the subject they want to teach. Therefore, the TTT program contains no courses where content knowledge on a subject will be taught. The State of Indiana will require TTT candidates to take the applicable Praxis exams to determine if they possess the requisite content knowledge to teach their subject.
- **Education Theory and Methods:** The Transition to Teaching courses will cover a wide array of teaching strategies, theories, techniques, and methods to prepare the candidate for the classroom. Course instructors are university professors or currently practicing school administrators or teachers with years of experience in the classroom using real life applications of teaching principles.
- **Student Teaching:** Candidates will be in a K-12 classroom in their area of licensure for a seventeen week student teaching experience. The student teaching experience for elementary candidates will also have an additional student teaching experience with an emphasis on reading and language arts. The university will arrange appropriate student teaching placements based on the area of licensure and geographical preference.

Mission of TTT Program

The mission of the Transition to Teaching program is to enlarge Indiana's pool of qualified K-12 teachers by providing a quality teacher preparation program for working adults. The Transition to Teaching program meets the requirements of the enabling legislation and the Indiana Department of Education's Office of Educator Licensing and Development while eliminating as many barriers to the working adult as feasible.

- **Content/Subject Matter Expertise:** Demonstration of a liberal arts education which provides a foundation for future professional growth.
- **Personal Development (Morals and Ethics):** Internalization of an individual set of moral and ethical behaviors.
- **Professional Development:** Knowledge of how and when children learn, addressing developmental and motivational stages; awareness of recent developments in educational research.
- **Rights and Responsibilities:** Application of decision-making skills necessary to implement appropriate decisions within the parameters of legal, contractual, and administrative directives.
- **Methodology:** Integration of instruction which permits the teacher to plan, implement and evaluate master learning.
- **Management of Time, Classroom, and Behavior:** Commitment to a model of classroom management based upon positive reinforcement and building self-esteem.
- **Communication:** The ability to communicate effectively with students and peers in written and verbal forms.
- **Global and Multicultural Perspectives:** Recognizing that individuals are different and that multicultural (ethnic, socio-economic, and differently abled) diversity awareness changes behavior and systems in order to remove barriers to success.

Admission Requirements

Applicants to any program within the School of Educational Leadership will be required to sign a disclosure of information waiver giving any prior institutions the applicant may have attended permission to supply IWU representatives all information relevant to the applicant's fitness for teacher training or licensure recommendation, including but not limited to his/her conduct, standing, or reputation while attending said institutions. Any information obtained may be considered by IWU in its decision whether or not to admit an applicant, to permit his or her continuance in a program, or to recommend him/her for licensure.

All applicants must have:

- Baccalaureate degree from a regionally accredited university or college with a grade point average of at least 3.00 related to the content area in which an initial teaching license is sought; or

- Both a baccalaureate degree from a regionally accredited university or college with a grade point average of at least 2.50 and five years of professional experience (i.e., professional experience related to the content area in which the applicant seeks licensure) related to the content area in which an initial teaching license is sought; or
- A graduate degree related to the content area in which an initial teaching license is sought (does not apply to TTT Elementary Education applicants).
- Passing Praxis I or CASA scores or Approved Alternative Praxis I scores (as established by the Indiana Department of Education) for reading, writing, and math. Alternative Praxis I scores options include:
 - Total Praxis I composite score of at least 527
 - ACT with a score of at least 24 based on Math, Reading, Grammar, and Science
 - SAT with a score of at least 1100 based on Critical Reading and Math
 - GRE with a score of at least 1100 based on Verbal and Quantitative
 - Anyone with a Master's Degree from a regionally accredited institution is exempt
- A state approved criminal history.
- Minimum scores of "3" or higher on a required Candidate Disposition Admission Survey (based on a four point scale).

Completion Requirements

The Transition to Teaching program can recommend candidates for licensure in the following areas:

- Elementary Generalist K-6
- Grades 5-12 - Life Science, Chemistry, Economics, Government and Citizenship, Psychology, Historical Perspectives, Sociology, Language Arts, mathematics, Health Education, and Spanish.
- Grades P-12 - Physical Education, Vocal and General Music, Instrumental and General Music, and Visual Arts. (Those seeking P-12 licensure in these areas should enroll as a TTT secondary teaching candidate).

To be eligible to be recommended for licensure a candidate must:

- Complete all course requirements with a minimum GPA of 3.00 and no grade lower than a "B-."
- Pass all clinical experiences with a grade of "Credit."
- Provide passing scores for all required state licensure examinations.
- Applicants seeking licensure in Spanish will successfully demonstrate competence in oral Spanish communication skills via recorded process that is assessed by IWU approved Spanish speakers using a scoring rubric.

Program Requirements

To complete the Transition to Teaching program, all elementary and secondary candidates must:

- Successfully pass the admission, mid-program review, and program completion gateways.
- Successfully complete each course with at least a "B-" grade and a minimum overall GPA of 3.0.
- Successfully pass all Key Assessments with a score of a "3" or "4" for all rubric criteria.
- Successfully pass all Professional Dispositions with a score of a "3" or "4" for all rubric criteria.
- Successfully pass all Clinical Experience requirements associated with their program with a score of a "3" or "4" for all rubric criteria.

Clinical Experience Requirements

Field Experience:

- All TTT candidates in both the elementary and secondary programs must complete four, 10-hour field experience assignments embedded in four core courses.

- All assignments for field experiences will be arranged by the Office of Clinical Experiences. Candidates are not to contact any school or attempt to secure their own field experience assignment at any time.
- All core course work prior to either EDUT-590 or EDUT-595 must be completed with a minimum grade of no less than "B-" in each core course to be eligible to student teach.

Student Teaching:

- All TTT candidates in both the elementary and secondary programs must complete nine weeks of full-time student teaching.
- Any candidate absences must be made up within the time frame of the student teaching course. Should a candidate not be able to meet the required hours and weeks associated with the student teaching placement, the candidate may petition the TTT Program Director for an extension of time.
- All placements for student teaching will be made by the Office of Clinical Experiences. Candidates are not to contact any school or attempt to secure their own student teaching assignment at any time.
- Once a student teaching placement has been finalized, it can only be changed by approval of the Office of Clinical Experiences. The candidate must supply sufficient evidence to warrant such change.
- At the request of the cooperating P-12 school's administration, the University faculty, or University administration, a candidate can be removed from a student teaching assignment at any time for immoral or inappropriate conduct.
- The TTT Program Director may remove a candidate from a student teaching experience for the candidate's failure to satisfactorily perform the requirements of the student teaching experience. Input from the university faculty and administration and the cooperating teacher will be sought before removing the candidate.
- Removal from a student teaching experience may result in the candidate being permanently withdrawn from the program. A grade of "No Credit" will be issued for the student teaching course.
- If a candidate repeating a student teaching course does not receive a satisfactory grade, the candidate will be withdrawn permanently from the Transition to Teaching program and will be ineligible to reapply.
- Any candidate who is being considered for removal from a student teaching experience has the right to appeal that decision pursuant to the policies of the College of Adult and Professional Studies.

Certificate - Transition to Teaching Program

TTT - Program of Study

Core Courses - Elementary Education

EDUT-ORE	Orientation to Transition to Teaching	0
EDUT-540	Introduction to 21st Century Education For Elementary Teachers	3
EDUT-541	Innovative Teaching for the 21st Century for Elementary Classrooms	3
EDUT-545	Assessment and Learning in the Elementary Classroom	3
EDUT-520	Foundations in Phonics and Language Structure	3
EDUT-521	Diagnostics in Reading and Language Arts in the Elementary Classroom	3
EDUT-550	Methods of Teaching the Elementary School Curriculum	3
EDUT-548	Researched-Based Behavior Interventions And Elementary Classroom Management	3
EDUT-590	Student Teaching: Elementary Education	3

Core Courses - Secondary Education

EDUT-ORE	Orientation to Transition to Teaching	0

EDUT-570	Introduction to 21st Century Education For Secondary Teachers	2
EDUT-571	Innovative Teaching for the 21st Century For Secondary Classrooms	3
EDUT-575	Assessment and Learning in the Secondary Classroom	3
EDUT-560	Content Reading and Literacy for Adolescents	2
EDUT-578	Secondary Teaching Methods and Resources	3
EDUT-580	Researched-Based Behavior Interventions And Classroom Management for Adolescents	2
EDUT-595	Student Teaching: Secondary Education	3

Minimum Computer Requirements - School of Educational Leadership

Programs in the Graduate Studies in Nursing Division

MSN Degree Programs

The Graduate Studies in Nursing Division offers the Master of Science in Nursing degree with majors in Nursing Administration, Nursing Education, and Primary Care Nursing. Also offered is a dual degree/major of MSN/MBA Nursing Administration/Business Administration.

Admission Requirements

Admission to all graduate nursing majors begins with submission of required application forms, letters of recommendation, writing sample, and official transcripts of previous college and university studies. Applications will be received by the Division of Graduate Studies in Nursing. Applications will be kept on file for a period of 18 months. Acceptance into any graduate nursing program will remain valid for a period of 18 months.

To assist in the decision-making process, the Division of Graduate Studies in Nursing reserves the right to require the applicant to:

- Interview with the Committee; and/or
- Take the GRE.

Criteria for regular admission are:

- B.S.N. or B.S. degree with a major in nursing from an accredited program. Registered Nurse applicants who have a non-nursing bachelor's degree and a minimum of 10 years of recent experience in nursing practice may also be considered for admission. These candidates must also submit a portfolio which includes:
 - Current CV/resume including evidence of accomplishments in nursing based on the nine baccalaureate nursing essentials
 - An expanded goal statement, reflecting how they intend to make an impact in nursing with their MSN
- Undergraduate grade-point average of 3.0 on a 4.0 scale from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed.
- Anyone applying to become a student at Indiana Wesleyan University must provide proof that all nursing licenses – whether current or inactive – are unencumbered. Potential students with encumbered nursing licenses will not be considered eligible for enrollment at Indiana Wesleyan University.

- Three letters of recommendation which must include references from: a former instructor, a pastor or someone with whom the applicant has worked in the past year who can attest to the applicant's service record or character, and a direct supervisor.
- Original transcript from the degree granting institution.
- A writing sample will be required, consisting of responses to three questions selected from a provided list.
- At least one year of professional practice. Students applying for admission to the Primary Care Program must have 500 hours of direct contact and/or care for patients within the year prior to admission. Students applying for admission to the Nursing Administration or Nursing Education majors must have 1000 hours of nursing practice within the three years prior to admission.
- A criminal history background check must be completed before registration for any track of the graduate nursing program. Letters of acceptance from the Division of Graduate Studies in Nursing will include instructions for completing the criminal background check. The criminal background check must be completed two weeks before the beginning of the first course. A second criminal background check and drug screen will be required for Primary Care students two weeks before the first clinical course begins. Instructions for the second criminal background check and drug screen will be sent to students by the Division of Graduate Studies in Nursing. Progression in the program may depend on the results of these checks.
- If English is not first language, satisfactory scores from one of the following is required:
 - Test of English as a Foreign Language (TOEFL). For graduate students, a score of at least 600 (paper-based), 250 (computer-based), or 100 (Internet-based) is required for regular academic admission.
 - International English Language Testing System (IELTS). For graduate students, a score of at least 6.5 is required for regular academic admission.
- Master's Degree in Nursing for Post-Master's degree Certificate.

Graduation Requirements

To graduate, students must have completed the following:

- Completion of all core and major requirements for the specific program.
- Minimum grade of "C" in each core course and "B" in each major course.
- Cumulative GPA of 3.00
- The MSN and DNP degree programs must be completed within a maximum of four years from the date of enrollment; the dual MSN/MBA degree program must be completed within a maximum of five years from the date of enrollment.
- All financial obligations must be settled in order to receive a diploma.

Program Requirements

- Successful completion of all Core Courses with a minimum grade of "C" is prerequisite to entering the major.
- A minimum grade of "B" must be earned in all Major Courses.
- All courses must be successfully completed in the sequence prescribed by the program's requirements. Failure to successfully complete a course will result in an administrative withdrawal from the program.
- If GNUR-590 is required for a major, all courses must be successfully completed before beginning this course.
- A grade of "I" in GNUR-590 will require the student to register for GNUR-595 for up to two times. Failure to remove the "I" in GNUR-590 after two registrations in GNUR-595 will result in the grade of "I" being changed to an "F."
- Any student found to have falsified clinical/practicum hours will be immediately dismissed and not allowed to re-enter any graduate nursing program at IWU.
- Primary Care students must have health clearance and documentation of TB, Rubella, and Hepatitis B and any other requirements from the practicum sites for practicums and any other client contact.
- Nursing Education and Nursing Administration students may be required to provide health clearance and proof of immunization.

- Students who maintain continuous enrollment, who make normal progress toward a degree, and who earn their degree within the major program's maximum time from the date of enrollment may meet the graduation requirements as stated in the catalog under which they enrolled.
- Please refer to the Graduate Nursing Student Handbook for a full description of progression policies.
- Practicum Continuation Courses - Students who have satisfactorily completed the didactic portion of a clinical course and have completed all required clinical hours but whose practice skills are not commensurate with faculty/preceptor expectations will be required to register for a Practicum Continuation course. The course will be 10 weeks, and the number of credit hours will be based on the number of clinical hours the student needs to improve skill proficiency based on faculty/Coordinator recommendation (1 credit = 70 clinical hours). Students who fall into this category will receive a grade of "I" for the original course. If the Practicum Continuation course is not completed satisfactorily within 10 weeks, a grade of "NC" will be awarded for the continuation course, and the grade of "I" for the original course will be changed to an "F."

Re-enrollment policy for Primary Care Majors

Any student who withdraws from one or more courses in the graduate nursing Primary Care program must meet the following criteria to progress or re-enroll in the program:

- If more than 6 months have passed since the completion of PYC-612, the student must achieve an 87% on the IWU Pharmacology competency exam.
- If more than 6 months have passed since the completion of PYC-614, the student must achieve an 87% on the IWU Pathophysiology competency exam.
- If more than 6 months have passed since the completion of PYC-652, the student must achieve an 87% on the Advanced Physical Assessment competency exam.
- The Advanced Physical Assessment exam is only offered onsite. The student will be required to conduct a complete history and physical on a client of IWU's choosing, which must include written documentation.
- If the student does not pass the appropriate competency exam(s) at 87%, s/he will be required to audit the pertinent course(s) and satisfactorily pass the appropriate competency exam(s) before being allowed to re-enroll and continue on in the graduate nursing program. A fee will be charged to audit a class.
- The fee for each competency exam is \$100.

MSN - Nursing Administration

The Nursing Administration major is designed to develop sound fiscal and personnel managers who are effective stewards of health care resources. It includes a practicum component as well as courses in organizational behavior, financing and role development. Graduates will be prepared to assume leadership roles within a variety of health care settings. They will also have the foundation necessary to work as a nurse educator within the university setting. Graduates of the program are eligible to apply for certification by the appropriate credentialing body.

Admission and Graduation Requirements for MSN degrees (p. 390)

Nursing Administration - Program of Study

All courses must be completed with a satisfactory grade in order to continue in the program.

Core Courses

All core courses must be completed with a grade of "C" or higher.

GNUR-501	Evidence Based Communication	3
GNUR-513A	Professional Development for Advanced Practice - A	1
GNUR-510	Theoretical Foundations for Advanced Nursing Practice	2
GNUR-525	Ethics and Health Policy	3
GNUR-528	Biostatistics and Epidemiology	3
GNUR-530	Utilization of Research for Evidence Based Practice	3

Major Courses

All major courses must be completed with a grade of "B" or higher.

NRA-671	Professional Role Development for the Nurse Administrator	3
NRA-672	Management of Healthcare Delivery Systems	3
NRA-673	Nursing Leadership and Human Resources	3
NRA-674	Organizational Development	3
NRA-676	Organization and Finance of Healthcare	3
GNUR-513B	Professional Development for Advanced Practice - B	1
GNUR-590	Nursing Investigation	5

Nursing Administration (Post-MBA) - Program of Study

Students who have met all Graduate Nursing admission requirements and have received an MBA from a regionally accredited college or university are eligible for the post-MBA Nursing Administration program.

All courses must be completed with a satisfactory grade in order to continue in the program.

Major Courses

GNUR-501	Evidence Based Communication	3
GNUR-513A	Professional Development for Advanced Practice - A	1
GNUR-510	Theoretical Foundations for Advanced Nursing Practice	2
GNUR-530	Utilization of Research for Evidence Based Practice	3
NRA-640	Introduction to Interprofessional Collaboration	1
NRA-672	Management of Healthcare Delivery Systems	3
NRA-673	Nursing Leadership and Human Resources	3
NRA-678	Advanced Nursing Management	5
GNUR-513B	Professional Development for Advanced Practice - B	1
GNUR-590	Nursing Investigation	5
	Graduate Nursing Elective*	3

**Students must have a 3-credit hour Health Policy Course. If such a course was taken in the MBA, then an approved graduate nursing elective may be substituted. If such a course was not taken, then students must take GNUR-525.*

Total Credit Hours: 0

MSN - Nursing Education

The Nursing Education major is designed to provide a solid theoretical foundation in the art and principles of effective education. It includes a student teaching component as well as courses in curriculum design, adult education and program evaluation. Graduates will become part of the solution to the current nursing shortage as they take jobs in schools and divisions of nursing. However, they will also be prepared to take on educational leadership positions within hospitals, communities and other areas where their skills are needed. Graduates of the program are eligible to apply for certification by the appropriate credentialing body.

Admission and Graduation Requirements for MSN degrees

(p. 390)

Nursing Education - Program of Study

All courses must be completed with a satisfactory grade in order to continue in the program.

Core Courses

All core courses must be completed with a grade of "C" or higher.

GNUR-501	Evidence Based Communication	3
GNUR-513A	Professional Development for Advanced Practice - A	1
GNUR-525	Ethics and Health Policy	3
GNUR-510	Theoretical Foundations for Advanced Nursing Practice	2
GNUR-530	Utilization of Research for Evidence Based Practice	3
GNUR-528	Biostatistics and Epidemiology	3

Major Courses

All major courses must be completed with a grade of "B" or higher.

NRE-660	Health Assessment for the Nurse Educator	2
PYC-614	Advanced Pathophysiology	4
PYC-612	Advanced Pharmacology	4
NRE-661	Leadership in Nursing Education	3
NRE-663	Course Design and Development	3
NRE-665	Innovative Teaching Strategies	3
NRE-667	Program Evaluation and Assessment	3
NRE-669	The Art of Teaching	3
GNUR-513B	Professional Development for Advanced Practice - B	1

Total Credit Hours: 0

MSN - Primary Care Nursing

The Master of Science in Nursing degree with a major in Primary Care Nursing prepares registered nurses as Family Nurse Practitioners (FNP). The focus of Primary Care is the interrelationship of theory, research, and evidence-based practice. Opportunities for development of critical thinking and clinical problem-solving skills are provided throughout the program. Graduates of the program are eligible to apply for nurse practitioner certification by the appropriate credentialing body.

Admission and Graduation Requirements for MSN degrees (p. 390).

Primary Care Nursing - Program of Study

All courses must be completed with a satisfactory grade in order to continue in the program.

Core Courses

All core courses must be completed with a grade of "C" or higher.

GNUR-501	Evidence Based Communication	3
GNUR-513A	Professional Development for Advanced Practice - A	1
GNUR-510	Theoretical Foundations for Advanced Nursing Practice	2
GNUR-525	Ethics and Health Policy	3
GNUR-528	Biostatistics and Epidemiology	3
GNUR-530	Utilization of Research for Evidence Based Practice	3

Major Courses

All major courses must be completed with a grade of "B" or higher.

PYC-602	Professional Role Development for the Advanced Practice Nurse	2
PYC-614	Advanced Pathophysiology	4
PYC-612	Advanced Pharmacology	4
PYC-622	Essentials of Primary Care	2
PYC-652	Advanced Health Status Assessment	3
PYC-681	Primary Care Across the Lifespan I	6
PYC-682	Primary Care Across the Lifespan II	6
PYC-683	Primary Care Across the Lifespan III	6
GNUR-513B	Professional Development for Advanced Practice - B	1

Clinical Attendance Policy - The Primary Care (PYC) clinical courses combine on-site and online workshops within a single course. Students enrolled in these courses are held to a more stringent attendance standard due to the nature of the knowledge presented and its relevance to safe advanced nursing practice. Missing more than one onsite or online workshop during a practicum course will result in a grade of "F" for the course.

Total Credit Hours: 0

MSN/MBA - Dual Degree (Nursing Administration/Business Administration)

The MSN/MBA is a dual degree resulting in Master of Science in Nursing (with a major in Nursing Administration) and a Master of Business Administration. The 60-credit degree will include 30 credits from Nursing and 30 credits coming from Business. The MSN/MBA is designed to meet the worldwide need for principle centered nursing leaders with strong fiscal knowledge and skill. Written problem analysis is required throughout the program, as is the development of presentation skills.

The Nursing curriculum uses American Organization of Nurse Executive Competencies as a focus. A Portfolio is developed using these competencies as a framework. The Business courses focus on economics, accounting, and organizational development as well as significant leadership and management skills.

Graduates will be prepared to assume leadership/administrative roles within a variety of health care settings. Graduates of the program are eligible to apply for certification by nursing administration credentialing bodies.

Progression Policy:

- All Business courses must be completed with a grade of "C" or higher.
- GNUR-513A, GNUR-510, and GNUR-530 must be completed with a grade of "C" or higher.
- NRA-670, NRA-671, NRA-672, NRA-673, NRA-676, NRA-678, and GNUR-513B must be completed with a grade of "B" or higher.
- Failure to successfully complete any Nursing course will result in immediate withdrawal from the program until the course is repeated and a satisfactory grade is earned.
- Students must complete the MSN/MBA Program within five years of matriculation.

Dual Degree (MSN/MBA) - Program of Study

All courses must be completed with a satisfactory grade in order to continue in the program.

Nursing Administration Courses

GNUR-501	Evidence Based Communication	3
GNUR-513A	Professional Development for Advanced Practice - A	1
NRA-670	Interdisciplinary Professional Development	3
GNUR-510	Theoretical Foundations for	2

GNUR-530	Advanced Nursing Practice Utilization of Research for Evidence Based Practice	3
NRA-671	Professional Role Development for the Nurse Administrator	3
NRA-672	Management of Healthcare Delivery Systems	3
NRA-673	Nursing Leadership and Human Resources	3
NRA-676	Organization and Finance of Healthcare	3
NRA-678	Advanced Nursing Management	5
GNUR-513B	Professional Development for Advanced Practice - B	1

Business Administration Courses

MGMT-500	Applied Management Theory	3
STAT-535	Statistics for Business Decision- Making	3
HCAD-513	Healthcare Principles and Policies	3
MGMT-512	Ethical and Legal Aspects of Management	3
COMM-515	Decision-Making and Essential Business Communication	3
MGMT-532	Leadership and Organizational Change	3
FINC-525	Accounting and Finance for Managers	3
ECON-511	Business Economics	3
ACCT-510	Managerial Accounting	3
MGMT-522	Business Strategy and Policy	3

Total Credit Hours: 60

Doctoral Degree

The School of Nursing offers one doctoral program - the Doctor of Nursing Practice.

The Doctor of Nursing Practice (DNP) is designed to prepare nurses at an advanced level of nursing science. The program emphasizes the development of the student's capacity to impact the clinical setting as a leader and to utilize clinical research to improve and transform health care. The program is based on the understanding that nursing provides services, which include the direct care of individual clients, management of care for populations, administration of nursing systems, and development and implementation of health policy. Advanced practice nurses with practice doctorates will address significant practice issues in a scholarly way, adopt broad system perspectives for health promotion and risk reduction, and act as agents of change to transform client/community care, participate in the ongoing evaluation of health care outcomes, and assist in the translation of research leading to positive nursing practice changes. In keeping with the mission of Indiana Wesleyan University, courses throughout the program will incorporate the integration of faith.

The Doctor of Nursing Practice program will prepare students to:

- Lead healthcare delivery teams to meet the needs of diverse populations.
- Synthesize principles of leadership in the evaluation and resolution of ethical and legal issues within healthcare systems.
- Apply creative and culturally sensitive approaches in the comprehensive assessment of healthcare systems.
- Integrate character, scholarship, and leadership in advanced nursing practice.
- Develop innovative practice approaches based on theories from nursing and other disciplines.

- Influence healthcare policy from an interprofessional perspective to improve health outcomes.

Admission Requirements

Applicants are required to meet the following criteria for consideration:

Application:

- Submission of the Indiana Wesleyan University (IWU) Division of Graduate Studies in Nursing application for the DNP program.
- Submission of the \$50 application fee. (Applicants will not be charged the application fee if they have previously paid the application fee for IWU.)
- A criminal history background check will be conducted at the applicant's expense. Clinical sites may have additional requirements, e.g., immunizations, a second background check and/or drug screen at the student's expense. Admission to and/or progression in the program may depend on your compliance and/or the results of these checks.
- **International/Non-English Speaking Students** - A student who is living in the United States but is not a United States citizen must submit a copy of a visa or permanent resident status during the process of application. Students who do not speak English as their first and primary language must submit satisfactory scores from one of the following prior to admission to the university:
 - Test of English as a Foreign Language (TOEFL). For graduate students, a score of at least 600 (paper-based), 250 (computer-based), or 100 (Internet-based) is required for regular academic admission.
 - International English Language Testing System (IELTS). For graduate students a score of at least 6.5 is required for regular academic admission.

Student visas (I-20's) are not issued for students wanting to enter the United States to enroll in programs offered for adult and graduate students. Student visas (I-20s) are not issued for students wanting to enter the United States to enroll in programs offered for adult and graduate students.

Student visas (I-20s) are not issued for students wanting to enter the United States to enroll in programs offered for adult and graduate students.

Academic and Professional Requirements:

- Submission of official transcript for a completed master's degree in nursing from a regionally accredited college or university and CCNE or NLNAC accredited nursing program. Transcripts from international programs will be individually reviewed.
- Submission of official transcripts from all post-high school educational experiences.
- Satisfactory completion of a graduate level course in statistics (grade of B or higher).
- Earned graduate GPA of 3.25 based on a 4.0 scale or the equivalent.
- A current unencumbered RN license
- A current unencumbered APRN license (if applicable).
- A current resume/curriculum vitae.
- Submission of three professional references, one of which is from a faculty member who can attest to the applicant's performance in their graduate nursing program.
- Submission of a two to three page narrative describing practice experience and professional goals.
- A general idea of a practice related issue that will serve as the focus of the translational research project; include the significance and impact of the project to nursing and healthcare.

General Information Regarding Admission:

- An interview may be requested.

- The number of applicants admitted to the DNP program will be limited. Meeting the minimum admission criteria does not ensure that an applicant will be admitted to the program.
- All students must have a reliable computer and scanner throughout the program. Student computers must be able to run a supported browser for Blackboard.
- In order to complete assignments, students should be able to produce, send, and receive documents that are compatible within the two most recent versions of Microsoft Office, as only the two most recent versions are supported by IWU technology. Computer and Internet connections need to be fast enough to watch streaming videos, participate in live meetings, upload large files, install software, and listen to audio lectures which may be interspersed throughout the program.
- International travel is expected. The cost for flights, accommodations, and some meals have been incorporated into program tuition.
- A current passport is required.
- Some immunizations prior to the international trip may be required as mandated by the CDC.

Graduation Requirements

To fulfill graduation requirements students must have completed all of the following:

- All credits required in the course of studies with a minimum GPA of 3.25.
- No grade less than a "B" in any given course.
- Successful completion, defense, and submission of the Translating Evidence into Nursing Practice Project (TENPP) within two years from the point of completing DNP course work.
- Degree must be completed within four years of matriculation.
- Payment of tuition and fees to receive a diploma.

Program Requirements

Transfer Credits

Students may transfer up to three hours of post-masters credit from a regionally accredited college or university provided:

- The course is clearly comparable to one of the DNP course offerings based on course description and learning outcomes.
- The course is at the 600 or higher numbering system and was not part of the master's degree requirements.
- A grade of "B" or higher was earned in the course.
- The course has been completed within the past five years.
- The course reflects current knowledge-base and best practice.
- The course reflects higher order thinking, study, assessment requirements of the scholarship of discovery.
- Courses containing clinical content are non-transferrable (Advanced Healthcare Policy, Global Healthcare and all TENP I-V courses).
- All project work must be original and accomplished exclusively during IWU DNP enrollment.

Attendance Policy

The doctoral program is a blend of onsite residencies and interactive online workshops. Students are required to attend all onsite residencies and substantively engage in all interactive, online and prescribed learning activities.

- Residency Attendance - Three, four-day residencies are held on the Marion campus during the program. Residency dates will be posted in advance. Attendance at all residency sessions is mandatory. Transportation to and from campus, lodging and meals are at the student's expense.

- **Online Attendance** - Attendance is determined by activity during a workshop, either through discussions or assignments. A student is reported absent for a workshop if there is not at least one submission (or posting of an assignment or in a discussion forum assigned during that workshop. A student may be allowed one online absence per course.
- **Excessive Absences** - If a student exceeds the allowed absences and does not contact the Office of Student Services to officially withdraw before the first day of the last workshop, the professor is directed to issue the grade of "F" and the student will be withdrawn from the program.
- **Leave of Absence** - Students are expected to take courses in the predetermined sequence. Students who are unable to participate in a course due to unavoidable circumstances must arrange for a temporary leave of absence with the Office of Student Services prior to the beginning of the course and/or block. Students who withdraw while in a course may do so with permission of the DNP Coordinator and by arrangement with the Office of Student Services prior to the start of the first day of the last workshop of the course, but the regular refund and academic withdrawal policies apply.

Residency

Residency for the doctoral program is satisfied by attending three onsite residencies in Marion. These residencies are four days in length. Students are expected to be in attendance throughout the residency and are not allowed an absence from required workshops, events, or class sessions that are scheduled during the residency. Business casual is the expected attire. Students are expected to follow the community lifestyle statement of the university while on campus. This includes refraining from the use of alcohol, tobacco, and unethical or illegal activities.

- Residency I – Orientation to the DNP Program
- Residency II – TENPP proposal defense
- Residency III –TENPP defense

Reenrollment

A student who wishes to re-enroll in the DNP program will first complete a Request for Re-enrollment form and forward to the DNP Coordinator for approval. Following approval, the student may re-enroll in the program through the Office of Student Services and will agree to follow the prescribed plan of study.

Satisfactory Academic Progress

Students enrolled in the DNP program are regarded as members of the academic community of Indiana Wesleyan University and are responsible for conforming to the standards of conduct for adult learners. Continued enrollment in the program is at all times subject to review of the student's academic record and of the student's actions with regard to observance of university policies and regulations. Policies and regulations can be found in the *School of Nursing Student Handbook (located within each course)*.

Incomplete Grades - Students are expected to complete the course requirements by the last day of the final workshop. There may be instances when crisis circumstances or events prevent the student from completing requirements in a timely manner. In these rare situations, a grade of "I" (incomplete) may be issued after completing the following process:

- The student must request in writing an "I" from the instructor.
- The instructor must obtain approval in writing from the Division Chair.

A grade of "incomplete" may be granted only for extenuating circumstances. A student who receives an "incomplete" has 10 weeks from the final meeting date of the course to complete course requirements and turn them in to the instructor. If, at the end of the 10-week extension, the student has failed to complete the course requirements the "incomplete" will become an "F." An incomplete cannot be issued if the student fails to meet the attendance requirements.

Progression - Two courses are offered during each 10-week block. Both courses must be satisfactorily completed with a grade of "B" or above before progressing into the subsequent block.

Probationary Status - Students enrolled in the DNP program will be placed on probation if their GPA falls below 3.25.

Students are given two consecutive blocks to satisfactorily raise their GPA. The GPA is reviewed after the second block, and if it has been successfully raised, the probationary status is removed. Academic suspension will result if the student's GPA is not successfully raised.

In all cases, the suspension will occur once the grades have been recorded in the Registrar's Office. Students will be notified of the academic suspension in writing. Application for readmission may be made after six months. The application must be made in writing to the Dean of the School of Nursing.

Academic Suspension - Academic suspension will result if:

- A student fails to clear the academic probationary status within the probationary period of two consecutive courses.
- A student with more than one incomplete on record is subject to academic suspension.

Academic Dismissal

- Upon a second academic suspension in the same program, a student is not eligible to reapply to Indiana Wesleyan University.
- When a student has taken a course twice and failed to achieve a satisfactory grade, the student is ineligible to reapply for admission into the program in which the course was repeated.
- Students dismissed due to plagiarism are ineligible for readmission to the program.
- Students who fail to complete the program within four years will be administratively withdrawn.

Clinical Hours

A minimum of 1000 graduate level clinical hours are required to be eligible for graduation. Clinical hours may be a culmination of clinical practica hours completed during the nursing master's degree and the DNP. A maximum of 500 clinical hours may be transferred from a master's level clinical experience. Applicants who cannot provide documentation of clinical hours completed at the MSN level may provide proof of APRN certification, which provides evidence of a minimum of 500 clinical hours. In this circumstance, 500 clinical hours will be accepted. Other validated exceptions may be considered on an individual basis.

Clinical hours may be accrued by completion of work or projects as approved by the course faculty or the DNP Coordinator. All clinical hours must be validated by a faculty member who can attest to the completion of logged hours. A validated and signed record of clinical hours will be required. Further explanation of clinical hours can be found in the TENPP Manual.

Degree Completion Limits

The DNP program is designed as a lock-step curriculum to be completed in less than two years. Program completion must be accomplished within four years. Students who do not maintain continuous enrollment with their original cohort and curriculum will be required to join a new cohort (as space is available), adapt to all subsequent curricular changes and TENPP manual changes, and incur any changes in program charge or cost. Any exceptions to this policy must be requested in writing to the DNP Coordinator with the final decision resting with the Student Life Council.

TENPP Continuation

Doctoral students not completing the TENPP by the end of the second year will be required to maintain continuous enrollment. Students will enroll in a one-hour TENPP Continuation course (DNP-900) continuously until the TENPP is successfully defended. Students will pay the one-credit-hour course tuition and any required fees to maintain continuous enrollment. Each continuation course will be 10 weeks in length. The maximum number of continuation courses will be seven.

DNP - Doctor of Nursing Practice

DNP - Program of Study

Core Courses

All courses must be completed with a satisfactory grade in order to continue in the program.

DNP-801	Translating Evidence Into Nursing Practice (TENP) I	1
DNP-710	Science of Nursing DNP Residency I (Marion Campus -	3

	4 days)	
DNP-802	Translating Evidence into Nursing Practice (TENP) II	1
DNP-870	Critical Inquiry and Data Management	3
DNP-715	Systems and Organizational Leadership	3
DNP-803	Translating Evidence Into Nursing Practice (TENP) III DNP Residency II (Marion Campus - 4 days)	1
DNP-750	Information Management	3
DNP-804	Translating Evidence Into Nursing Practice (TENP) IV	2
DNP-730	Applied Population Health	3
DNP-820	Advanced Healthcare Policy	3
DNP-830	Global Healthcare	4
DNP-840	Resource Management in Healthcare	3
DNP-805	Translating Evidence Into Nursing Practice (TENP) V DNP Residency III (Marion Campus - 4 days)	1

Post Master's Degree Certificate Programs

Post Master's Degree Certificate

An individual with a Master's degree in Nursing from an accredited nursing program may apply to complete a post master's degree certificate in any of the graduate nursing majors. Master's degree prepared nurses who complete the course of study are eligible to seek certification from the appropriate credentialing body.

Students applying for a post master's certificate as a Family Nurse Practitioner must have 500 hours of advanced practice direct contact and/or care for patients with the year prior to admission. Students applying for a post master's certificate in Nursing Education or Nursing Administration must have 1000 hours of nursing practice within the three years prior to admission.

The following plans of study apply only if a student fits one of the following categories:

- Is not a Nurse Practitioner but has a master's degree in nursing
- Is an Adult Nurse Practitioner
- Is a Family Nurse Practitioner
- Is a Gerontological Nurse Practitioner

To be admitted to a post master's degree certificate program, the student must have a Master's degree in Nursing, and meet all graduate nursing admission requirements.

Post Master's Degree Certificate - Program of Study

Plan of Study for Family Nurse Practitioner Post Master's Certificate

(Applicant is not an NP and has met the 500 hour requirement)

PYC-502	Professional Role Development for the Nurse Practitioner	3
PYC-514	Advanced Pathophysiology	4
PYC-512	Advanced Pharmacology for Primary Care	4

PYC-522	Essentials of Primary Care	2
PYC-552	Advanced Health Status Assessment	4
PYC-530	Primary Care of Adults	7
PYC-532	Primary Care of Children	5
PYC-535	Primary Care of the Family	4

Plan of Study for Family Nurse Practitioner Post Master's Certificate

(Applicant is an NP and has met the 500 hour requirement)

PYC-502	Professional Role Development for the Nurse Practitioner	3
PYC-522	Essentials of Primary Care	2
PYC-532	Primary Care of Children	5
PYC-535	Primary Care of the Family	4

Plan of Study for Family Nurse Practitioner Post Master's Certificate

Applicant is an NP and has not met the 500 hour requirement

PYC-514	Advanced Pathophysiology	4
PYC-512	Advanced Pharmacology for Primary Care	4
PYC-552	Advanced Health Status Assessment	4
PYC-502	Professional Role Development for the Nurse Practitioner	3
PYC-522	Essentials of Primary Care	2
PYC-532	Primary Care of Children	5
PYC-535	Primary Care of the Family	4

PYC-514, PYC-512, and PYC-552: student may choose to take an exam (exam score must be at least 87%) or take the course to fulfill this requirement

Plan of Study for Nursing Administration Post Master's Certificate

GNUR-570	Professional Role Development for the Nurse Administrator	3
GNUR-572	Management of Health Care Delivery Systems	4
GNUR-574	Organizational Behavior	4
GNUR-576	Organization and Finance of Health Care	4
GNUR-578	Advanced Nursing Management	5

Plan of Study for Nursing Education Post Master's Certificate

GNUR-562	Professional Role Development for the Nurse Educator	3
GNUR-564	Curriculum Design and Evaluation	4
GNUR-568	Teaching and Learning Strategies	5
GNUR-566	Program Evaluation and Assessment	3
GNUR-569	Advanced Nursing Instruction	5

Advanced Studies for Teacher Leaders Department

The Advanced Studies for Teacher Leaders Department offers:

- A 33 hour Master of Education (M.Ed.) degree program with six majors:
 - Teacher Leadership with two specializations - Elementary Education and Secondary Education
 - Curriculum and Instruction
 - Special Education

- High Ability
- English Language Learners
- School Administration
- A 30 hour Master of Education (M.Ed.) International degree program
- Teaching Certificate Programs (18 credit hours each) for the following content areas:
 - Exceptional Learners - Mild Intervention
 - High Ability Learners
 - English Language Learners

MEd Programs

The M.Ed. degree program is designed for practicing classroom teachers seeking an advanced degree. The program is 33 semester hours and awards six different majors: Teacher Leadership with two different Specializations (Elementary Education and Secondary Education), Special Education, High Ability, Curriculum and Instruction, English Language Learners, and School Administration.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

The mission of the Master of Education Program is to prepare teacher leaders to provide advanced knowledge that translates into effective teaching performances and dispositions, all of which are focused on improving P-12 student learning.

The purpose of the Master of Education Program is to provide advanced study beyond the baccalaureate degree to meet the professional needs of practicing teachers. Outcomes and expectations associated with developing master teachers as World Changers are:

- Leading curricular change. Candidates are proficient in curriculum development and implementation; knowledge of curriculum and subject matter is used to create positive change in classrooms, schools, and districts.
- Implementing instructional effectiveness . Candidates are proficient in the knowledge, dispositions, and skills needed for effective teaching; effective teaching results in successful student learning.
- Managing classroom learning. Candidates manage the classroom learning environment to create success for all students.
- Practicing reflective assessment. Candidates manage their continued learning and professional development through continuous reflection about their teaching knowledge, dispositions, skills, and practices.
- Building learning networks . Candidates create professional partnerships to create learning opportunities for themselves and their students.

Admission Requirements

Applicants to any program within the School of Educational Leadership will be required to sign a disclosure of information waiver giving any prior institutions the applicant may have attended permission to supply IWU representatives all information relevant to the applicant's fitness for teacher training or licensure recommendation, including but not limited to his/her conduct, standing, or reputation while attending said institutions. Any information obtained may be considered by IWU in its decision whether or not to admit an applicant, to permit his or her continuance in a program, or to recommend him/her for licensure.

The admission requirements for the M.Ed. program are as follows:

- A baccalaureate or graduate degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education verified on original transcripts sent by the institution directly to Indiana Wesleyan University. Note: M.Ed. International applicants who have not graduated from a university or college accredited by a North American regional accrediting agency but have a four-year degree or diploma issued outside of North America must have a course-by-course evaluation of their transcript sent directly to IWU by World Educational Services, Educational Credentials Evaluation, or another agency approved by IWU.
- An undergraduate GPA of 2.75 or higher from the baccalaureate degree granting institution at which at least of minimum of 30 hours was completed.

- Public school candidates need:
 - A valid (but not necessarily current) state teacher's license.
 - At least one year (i.e., a minimum of one semester and one day) of teaching experience from an approved and accredited public, private, or parochial school in the United States or abroad.
 - Supporting documentation demonstrating access to a P-12 classroom.
- ACSI, FACCS, and FCCS candidates to the M.Ed. Program would need:
 - Association of Christian Schools International (ACSI), Florida Association of Christian Colleges and Schools (FACCS), or Florida Coalition of Christian Schools (FCCS) valid (but not necessarily current) temporary, standard, or professional teaching license or certificate.
 - At least one year (i.e., a minimum of one semester and one day) of teaching experience, under contract and performed in a classroom.
 - Supporting documentation demonstrating access to a P-12 classroom.
- International candidates need:
 - A valid, (but not necessarily current) government-issued teacher's license or a valid (but not necessarily current) state teacher's license.
 - At least one year (i.e., a minimum of one semester and one day) of teaching experience, under contract and performed in a classroom.
 - Supporting documentation demonstrating access to a P-12 classroom.
 - Native speakers of languages other than English who are applicants for entrance into this program must achieve required English language scores on approved assessments.

Graduation Requirements

To graduate, from the M.Ed. or M.Ed. International program, candidates must have completed the following:

- Successful completion of the M.Ed. curriculum.
- Cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B-" in each course.
- Successfully pass all Key Assessments with a score of a "3" or "4" for all rubric criteria.
- Successfully pass all Professional Dispositions with a score of a "3" or "4" for all rubric criteria.
- Successfully pass all Clinical Experience requirements associated with their program.
- Payment of all tuition and fees is required to receive a diploma.

Program Requirements

To complete the Master of Education program, all candidates must:

- Successfully pass the admission, mid-program review, and program completion gateways.
- Successfully complete each course with at least a "B-" grade and a minimum overall GPA of 3.0.
- Successfully pass all Key Assessments with a score of a "3" or "4" for all rubric criteria.
- Successfully pass all Professional Dispositions with a score of a "3" or "4" for all rubric criteria.
- Successfully pass all Clinical Experience requirements associated with their program.

MEd - Curriculum and Instruction Major

MEd - Curriculum and Instruction - Program of Study

Core Courses

MED-ORE	Orientation to the Master of Education Program	0

EDTL-510	Personal Attributes and Leadership	3
EDTL-520	The Teacher Leader As a Collaborative Coach	3
EDTL-540	Leading Instructional Improvement	3
EDTL-550	The Culturally Competent Teacher Leader	3
EDTL-560	The Teacher Leader As a Change Agent	3
EDTL-530	The Teacher Leader in a Professional Learning Community	3
EDTL-515	Leading an Inquiry-Based and Student- Engaging Classroom	3
EDTL-525	Curriculum Leadership for Rigor and Relevance	3
EDTL-535	Leading for Differentiated Instruction	3
EDTL-545	Diagnostic Assessment for Learning	3
EDTL-555	Applied Educational Research	3

Minimum Computer Requirements - School of Educational Leadership

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Clinical Experience Requirements

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MEd - English Language Learners Major

MEd - English Language Learners - Program of Study

Core Courses

MED-ORE	Orientation to the Master of Education Program	0
EDTL-510	Personal Attributes and Leadership	3
EDTL-520	The Teacher Leader As a Collaborative Coach	3
EDTL-540	Leading Instructional Improvement	3
EDTL-550	The Culturally Competent Teacher Leader	3
EDTL-560	The Teacher Leader As a Change Agent	3
EDTL-530	The Teacher Leader in a Professional Learning Community	3
EDEL-510	Language Acquisition in Classroom Instruction	3
EDEL-520	The Impact of Culture in the Classroom for the CLD-ELL Teacher	3
EDEL-530	Instructional Strategies for the CLD-ELL Student	3
EDEL-540	Classroom Assessments for the CLD-ELL Student	3
EDEL-550	Developing Vital Partnerships and Advocacy in a CLD-ELL Program	3

Minimum Computer Requirements - School of Educational Leadership

Clinical Experience Requirements

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MEd - High Ability Major

MEd - High Ability - Program of Study

Core Courses

MED-ORE	Orientation to the Master of Education Program	0
EDTL-510	Personal Attributes and Leadership	3
EDTL-520	The Teacher Leader As a Collaborative Coach	3
EDTL-540	Leading Instructional Improvement	3
EDTL-550	The Culturally Competent Teacher Leader	3
EDTL-560	The Teacher Leader As a Change Agent	3
EDTL-530	The Teacher Leader in a Professional Learning Community	3
EDHA-510	Foundations for High Ability Learning	3
EDHA-520	Cognitive and Affective Development of High Ability Learners	3
EDHA-530	Fostering Creative and Critical Thinking Skills in High Ability Learners	3
EDHA-540	Methods and Digital-Age Media for High Ability Learners	3
EDHA-550	Collaboration in High Ability Program Development and Implementation	3

*Minimum Computer Requirements - School of Educational Leadership**Clinical Experience Requirements (p. 295)*

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MEd - School Administration Major

MEd - School Administration - Program of Study

Core Courses

MED-ORE	Orientation to the Master of Education Program	0
EDTL-510	Personal Attributes and Leadership	3
EDTL-530	The Teacher Leader in a Professional Learning Community	3
EDTL-540	Leading Instructional Improvement	3
EDTL-550	The Culturally Competent Teacher Leader	3
EDTL-560	The Teacher Leader As a Change Agent	3
EDL-657	Instructional Leadership Through Effective Management of Human Capital	3

EDL-618	Professional, Ethical, and Legal Leadership	3
EDL-616	Organizational, Operational, and Resource Management	3
EDL-610	The Principalship: Building Relationships in a Culture of Achievement	3
EDL-612	Prin Intern: Experiential Application of Building Level School Leader Standards	3
EDL-625	Applied Principal's Portfolio Practicum	3

Minimum Computer Requirements - School of Educational Leadership (p. 296)

Clinical Experience Requirements

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MEd - Special Education Major

MEd - Special Education - Program of Study

Core Courses

Ohio candidates seeking special education licensure must have successfully passed a phonics course as part of their program requirements. Candidates who have not previously taken a phonic course as part of their initial preparation program must complete EDUT-520 Foundations in Phonics or Language Structure (or an equivalent) prior to being recommended for the special education license in Ohio.

MED-ORE	Orientation to the Master of Education Program	0
EDTL-510	Personal Attributes and Leadership	3
EDTL-530	The Teacher Leader in a Professional Learning Community	3
EDTL-540	Leading Instructional Improvement	3
EDTL-550	The Culturally Competent Teacher Leader	3
EDTL-560	The Teacher Leader As a Change Agent	3
EDSE-510	Classroom Responses to Individual Differences in Language and Culture	3
EDSE-520	Individualized Assessment and Data-Based Interventions	3
EDSE-530	Research-Based Behavior Interventions	3
EDSE-540	Strategies and Interventions for Students With Autism Spectrum Disorders	3
EDSE-550	Collaboration With Families and Professionals	3
EDSE-560	Seminar: Professional Issues in Disability Services	3

Minimum Computer Requirements - School of Educational Leadership

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Clinical Experience Requirements

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MEd - Teacher Leadership Major - Elementary Education Specialization

MEd - Teacher Leadership - Program of Study for Elementary Specialization

Core Courses

MED-ORE	Orientation to the Master of Education Program	0
EDTL-510	Personal Attributes and Leadership	3
EDTL-520	The Teacher Leader As a Collaborative Coach	3
EDTL-530	The Teacher Leader in a Professional Learning Community	3
EDTL-540	Leading Instructional Improvement	3
EDTL-550	The Culturally Competent Teacher Leader	3
EDTL-560	The Teacher Leader As a Change Agent	3
EDUT-540	Introduction to 21st Century Education For Elementary Teachers	3
EDUT-541	Innovative Teaching for the 21st Century for Elementary Classrooms	3
EDUT-545	Assessment and Learning in the Elementary Classroom	3
EDUT-550	Methods of Teaching the Elementary School Curriculum	3
EDUT-548	Researched-Based Behavior Interventions And Elementary Classroom Management	3

Minimum Computer Requirements - School of Educational Leadership

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Clinical Experience Requirements

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MEd - Teacher Leadership Major - Secondary Education Specialization

MEd - Teacher Leadership - Program of Study for Secondary Specialization

Core Courses

MED-ORE	Orientation to the Master of Education Program	0
EDTL-510	Personal Attributes and Leadership	3
EDTL-520	The Teacher Leader As a Collaborative Coach	3
EDTL-530	The Teacher Leader in a Professional Learning Community	3
EDTL-540	Leading Instructional Improvement	3
EDTL-550	The Culturally Competent Teacher Leader	3
EDTL-560	The Teacher Leader As a Change Agent	3
EDUT-570	Introduction to 21st Century Education For Secondary Teachers	2

EDUT-571	Innovative Teaching for the 21st Century For Secondary Classrooms	3
EDUT-575	Assessment and Learning in the Secondary Classroom	3
EDUT-560	Content Reading and Literacy for Adolescents	2
EDUT-578	Secondary Teaching Methods and Resources	3
EDUT-580	Researched-Based Behavior Interventions And Classroom Management for Adolescents	2

Minimum Computer Requirements - School of Educational Leadership

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Clinical Experience Requirements

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MEd - International

The Master of Education program is designed for practicing international classroom teachers seeking an advanced degree. The International M.Ed. degree program is 30 semester hours and awards a major in Teacher Leadership. The IWU M.Ed. International program is available ONLY to teachers in countries outside North America.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

M.Ed. - Admission and Graduation Requirements

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MEd - International - Program of Study

Core Courses

MED-ORE	Orientation to the Master of Education Program	0
EDTL-515	Leading an Inquiry-Based and Student- Engaging Classroom	3
EDHA-530	Fostering Creative and Critical Thinking Skills in High Ability Learners	3
EDTL-525	Curriculum Leadership for Rigor and Relevance	3
EDTL-535	Leading for Differentiated Instruction	3
EDTL-545	Diagnostic Assessment for Learning	3
EDHA-540	Methods and Digital-Age Media for High Ability Learners	3
EDTL-530	The Teacher Leader in a Professional Learning Community	3
EDTL-550	The Culturally Competent Teacher Leader	3
EDTL-540	Leading Instructional Improvement	3
EDTL-555	Applied Educational Research	3

Minimum Computer Requirements - School of Educational Leadership

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Clinical Experience Requirements

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Total Credit Hours: 30

M.Ed. (International)- Clinical Experience Requirements

There is no clinical or field experience required in the M.Ed. International program; however, most assignments and activities within these courses will require teachers to practice the application of course content within their classrooms among actual students.

Teaching Certificate Programs

The Teaching Certificate Programs provide an 18 credit hour post-baccalaureate program for teachers seeking additional content areas with respect to teaching licensure. Candidates completing the 18 credit hour program gain content and pedagogical content knowledge related to professional teaching standards for the content area in which they are seeking additional licensure. Prior to applying to the program, candidates are responsible for being knowledgeable of the licensure requirements of their state and whether or not IWU's Teaching Certificate Program will satisfy the requirements of the state in which they are seeking licensure.

The mission of the Teaching Certificate Program is to prepare teacher leaders to provide advanced knowledge in a specific content area leading to additional licensure that translates into effective teaching performances and dispositions, all of which are focused on improving P-12 student learning.

The Teaching Certificate Program provides advanced study beyond the baccalaureate degree to meet the professional needs of practicing teachers. Outcomes and expectations associated with developing master teachers as World Changers are:

- **Leading curricular change.** Candidates are proficient in curriculum development and implementation; knowledge of curriculum and subject matter is used to create positive change in classrooms, schools, and districts.
- **Implementing instructional effectiveness.** Candidates are proficient in the knowledge, dispositions, and skills needed for effective teaching; effective teaching results in successful student learning.
- **Managing classroom learning.** Candidates manage the classroom learning environment to create success for all students.
- **Practicing reflective assessment.** Candidates manage their continued learning and professional development through continuous reflection about their teaching knowledge, dispositions, skills, and practices.
- **Building learning networks.** Candidates create professional partnerships to create learning opportunities for themselves and their students.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

Admission Requirements

The admission requirements for the Teaching Certificate Programs are as follows:

- A baccalaureate or graduate degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- An undergraduate GPA of 2.75 or higher from the baccalaureate degree granting institution at which at least of minimum of 30 hours was completed or a graduate GPA of 3.0 or hire from master's degree granting institution.
- A valid (but not necessarily current) state teacher's license. At least one year (i.e., a minimum of one semester and one day) of teaching experience from an approved and accredited public, private, or parochial school in the United States or abroad.
- Supporting documentation demonstrating access to a P-12 classroom.

Completion Requirements

To successfully complete the Teaching Certificate Program candidates must have completed the following:

- Successful completion of the 18 credit hour curriculum associated with the content area for which they are seeking licensure.
- Cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B-" in each course.
- Successfully pass all Key Assessments with a score of a "3" or "4" for all rubric criteria.

- Successfully pass all Professional Dispositions with a score of a "3" or "4" for all rubric criteria.
- Successfully pass all Clinical Experience requirements required.
- Payment of all tuition and fees is required to receive a certificate.

Certificate - Teaching Certificate Programs

All clinical experience requirements are embedded in specific courses within teaching certificate programs.

Teaching Certificate - Program of Study

English Language Learners

TC-ORE	Orientation to the Teacher Certificate Programs	0
EDTL-530	The Teacher Leader in a Professional Learning Community	3
EDEL-510	Language Acquisition in Classroom Instruction	3
EDEL-520	The Impact of Culture in the Classroom for the CLD-ELL Teacher	3
EDEL-530	Instructional Strategies for the CLD-ELL Student	3
EDEL-540	Classroom Assessments for the CLD-ELL Student	3
EDEL-550	Developing Vital Partnerships and Advocacy in a CLD-ELL Program	3

High Ability

TC-ORE	Orientation to the Teacher Certificate Programs	0
EDTL-530	The Teacher Leader in a Professional Learning Community	3
EDHA-510	Foundations for High Ability Learning	3
EDHA-520	Cognitive and Affective Development of High Ability Learners	3
EDHA-530	Fostering Creative and Critical Thinking Skills in High Ability Learners	3
EDHA-540	Methods and Digital-Age Media for High Ability Learners	3
EDHA-550	Collaboration in High Ability Program Development and Implementation	3

Exceptional Learners (Mild Intervention)

Ohio candidates seeking special education licensure must have successfully passed a phonics course as part of their program requirements. Candidates who have not previously taken a phonic course as part of their initial preparation program must complete EDUT-520, Foundations in Phonics or Language Structure (or an equivalent) prior to being recommended for the special education license in Ohio.

EDSE-510	Classroom Responses to Individual Differences in Language and Culture	3
EDSE-520	Individualized Assessment and Data-Based Interventions	3

EDSE-530	Research-Based Behavior Interventions	3
EDSE-540	Strategies and Interventions for Students With Autism Spectrum Disorders	3
EDSE-550	Collaboration With Families and Professionals	3
EDSE-560	Seminar: Professional Issues in Disability Services	3

Office of Professional Development and Educational Licensing

The Office of Professional Development and Educational Licensing offers graduate level coursework designed to provide educational opportunities for school teachers and administrators.

Graduate courses offered through this office are designed to strengthen the professional competencies of P-12 practitioners. These courses address contemporary educational challenges by employing a theory-to-practice approach to adult learning. Credit for these courses may be applied toward renewal of the Indiana state teaching license.

Courses are offered throughout the year in classroom locations across the state of Indiana as well as online. At times, IWU partners with other associates to provide a broad array of courses that will fulfill the requirements of licensure renewal. The courses are offered as credit for possible license renewal and are not eligible to apply toward any degree or professional preparation program at IWU. These courses (offered by Performance Learning Systems [PLS]) are not applicable toward the completion requirements of any School of Educational Leadership degree or professional preparation program.

Educators employed by school districts in states outside Indiana are welcome but are strongly advised to consult with their own state licensure office prior to registering. Students registering in courses bear the full responsibility for ensuring the applicability of IWU graduate courses for license renewal in their state.

Those new to Indiana Wesleyan University may register in courses offered through the Office of Professional Development and Educational Licensing as a non-degree seeking student based on submission of the following:

- Course registration form.
- A copy of an official transcript from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education which indicates the recipient has earned at least a baccalaureate degree.

Registration in coursework offered through the Office of Professional Development and Educational Licensing does not constitute admission to an IWU graduate degree program. If a non-degree seeking student decides at any time to apply for admission to an IWU graduate degree program, the student must complete the full and regular admission process. With approval of the program director immediately involved, up to six semester hours earned through the Office of Professional Development and Educational Licensing may be applied toward an IWU graduate education degree.

Applicants to any program within the School of Educational Leadership will be required to sign a disclosure of information waiver giving any prior institutions the applicant may have attended permission to supply IWU representatives all information relevant to the applicant's fitness for teacher training or licensure recommendation, including but not limited to his/her conduct, standing, or reputation while attending said institutions. Any information obtained may be considered by IWU in its decision whether or not to admit an applicant, to permit his or her continuance in a program, or to recommend him/her for licensure.

Continuing Studies for Teacher Leaders

ACSI Credentialing Program

The ACSI Credentialing Program at Indiana Wesleyan University is a non-degree, non-certificate program that provides graduate level course work to individuals seeking to obtain an Association for Christian Schools International (ACSI) teaching

credential. The program consists of seven (7) credit hours for individuals seeking to teach in a domestic ACSI member school and ten (10) credit hours for individuals seeking to teach in an international ACSI member school. Upon completion of the required coursework, it is the individual's responsibility to make application to ACSI for their teaching credential. The required coursework satisfies all criteria established for an ACSI teaching credential. There is no field experience required for this program.

The mission of the Association of Christian Schools International (ACSI) Credentialing program is to prepare teacher leaders to provide advanced knowledge that translates into effective teaching performances and dispositions, all of which are focused on improving P-12 student learning in private Christian schools.

The purpose of the program is to provide a course of study leading to an ACSI teaching credential that meets the professional needs of practicing Christian school teachers. Outcomes and expectations associated with this credentialing program are:

- **Providing influence for positive individual growth and school change.** Candidates are proficient in teacher leadership to help individual peers, to influence professional learning communities, to improve building-level instruction, to impact school culture, and to cause meaningful school change and improvement.
- **Understanding and Interacting with Individual Learners as Individual Learners.** Candidates are proficient in providing differentiated instruction to individual learners, regardless of unique academic need across the ability spectrum from special education to gifted education.
- **Leading curricular change.** Candidates are proficient in curriculum development and implementation; knowledge of curriculum and subject matter is used to create positive change in classrooms, schools, and districts.
- **Implementing instructional effectiveness.** Candidates are proficient in the knowledge, dispositions, and skills needed for effective teaching; effective teaching results in successful student learning.
- **Managing classroom learning.** Candidates manage the classroom learning environment to create success for all students.
- **Practicing reflective assessment.** Candidates manage their continued learning and professional development through continuous reflection about their teaching knowledge, dispositions, skills, and practices.
- **Building learning networks.** Candidates create professional partnerships to create learning opportunities for themselves and their students.
- **Complying with legal obligations.** Candidates fulfill all legal requirements in the performance of their teaching duties.

Admission Requirements

- A baccalaureate or graduate degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- An undergraduate GPA of 2.75 or higher from the baccalaureate degree granting institution at which at least of minimum of 30 hours was completed.

Completion Requirements

- Successfully complete each course with at least a "B-" grade and a minimum overall GPA of 3.0.

ACSI - Program of Study

Required Courses - Domestic

ACSI-ORE	Orientation to the ACSI Credentialing Program	0
EDCS-546	Christian Philosophy of Education	1
BIB-501	Introduction to the Old Testament	3
BIB-502	Introduction to the New Testament	3

Required Courses - International

ACSI-ORE	Orientation to the ACSI Credentialing Program	0
EDCS-546	Christian Philosophy of Education	1

BIB-501	Introduction to the Old Testament	3
BIB-502	Introduction to the New Testament	3
EDCS-512	Integration of Faith and Learning in P-12 Christian School Classrooms	3

Minimum Computer Requirements - School of Educational Leadership

Educational Licensing

The Office of Professional Development and Educational Licensing offers the following options:

License Renewal

Courses offered through the School of Educational Leadership are designed to further develop the skills of school teachers, administrators, and school services personnel. Theory-to-practice approaches to educational challenges are major goals of the program.

All courses have been approved by the Indiana Department of Education's Office of Educator Licensing and Development (OELD) and may be used to renew an Indiana instructional, administration, or school services license. Renewal requires the accumulation of ninety (90) Professional Growth Points and submission of Professional Growth Plan for verification. Professional Growth Points must be earned between the point when the license is issued and the point when renewal of the license takes place. These points can be earned through a variety of means, including the completion of coursework from an accredited institution with each semester hour equaling fifteen Professional Growth Points.

Professional License

The requirements for professionalizing an educator license vary according to academic discipline. ALL professionalization applications, regardless of academic discipline, will require completion of an advanced degree (i.e. Master's degree or higher). Applicants seeking professionalizing of an instructional license will also be required provide proof of two years of teaching experience in accredited schools as well as have held a Proficient Practitioner/Standard/Provisional license for five years. Applicants seeking a professional administrator license will be required to provide proof of completing sixty hours of graduate coursework from accredited institutions in Administration and related areas (advanced degree work can count towards these hours), and five years of administrative experience in the content area of the license in an accredited school or public school district. Those seeking licensure in School Counseling will be required to prove two years of experience as a school counselor in an accredited school and hold a Proficient Practitioner/Standard/Provisional license for five years.

Recertification Requirements

- Applicants must have a valid Rules 2002, Rules 46-47, Bulletin 400, or earlier rules Proficient Practitioner/Standard/Provisional license from the State of Indiana. Applicants must have obtained ninety Professional Growth Points and received verification of completed Professional Growth Plan from School Administrator (if employed in a school system) or Department of Education (if not employed in a school system).
- Applicants are advised to complete the online application for renewal of their Indiana Instructional, Administration, or School Services License. Instructions for this process are provided in the licensing section of the IWU web site or on the Indiana Department of Education's web site.
- The Indiana Department of Education advises license holders to NOT begin a renewal process until at least sixty days prior to the license expiration date.

Educational Administration Department

The Educational Administration Department offers the following two programs:

Principal Licensure Program (PLP) - post-master's non-degree licensure program leading to Indiana's P-12 Building Level Administrator's License

Education Specialist (Ed.S.) - an advanced degree program leading to Indiana's P-12 District Level Administrator's License

Principal Licensure Program

The Principal Licensure Program (PLP) is a post-master's, non-degree licensure program leading to Indiana's P-12 building level administrator's license. The program identifies outcomes and expectations based on current school leadership principles and practices and enables interns to engage in inquiry, research, dialogue, team learning, reflection, problem-based learning, collaboration, and standards-based assessment from a comprehensive P-12 perspective. The program is aligned to Indiana's Rules for Educator Preparation and Accountability (REPA) for building administrators and also aligned to the national Educational Leadership Constituent Council (ELCC) Standards. Candidates will develop and demonstrate proficiency through a variety of field experience activities and performance assessments. The culminating Applied Principal's Portfolio reflects a standards-based emphasis and will prepare candidates to pass Indiana's building level administrator exam. The program curriculum is 18 credit hours.

The Principal Licensure Program provides a clinical and school-based adult learning experience for aspiring school leaders by encouraging, empowering, and equipping them as visionary servant-leaders who model Christlikeness. They must be able to facilitate a culture of optimal social, emotional, and spiritual health and well-being; continuous improvement; and successful learning for all students and adults.

The Department of Educational Administration has aligned all program and course outcomes to Indiana's REPA standards for the P-12 Building Administrator License. These standards include:

- **Standard 1: Human Capital Management** - School building leaders use their role as human capital manager to drive improvements in teacher effectiveness and student achievement.
- **Standard 2: Instructional Leadership** - School building leaders are acutely focused on effective teaching and learning, possess a deep and comprehensive understanding of best instructional practices, and continuously promote activities that contribute to the academic success of all students.
- **Standard 3: Personal Behavior** - School building leaders model personal behavior that sets the tone for all student and adult relationships in the school.
- **Standard 4: Building Relationships** - School building leaders build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results.
- **Standard 5: Culture of Achievement** - School building leaders develop a schoolwide culture of achievement aligned to the school's vision of success for every student.
- **Standard 6: Organizational, Operational, and Resource Management** - School building leaders leverage organizational, operational, and resource management skills to support school improvement and achieve desired educational outcomes.

Admission Requirements

Applicants to any program within the School of Educational Leadership will be required to sign a disclosure of information waiver giving any prior institutions the applicant may have attended permission to supply IWU representatives all information relevant to the applicant's fitness for teacher training or licensure recommendation, including but not limited to his/her conduct, standing, or reputation while attending said institutions. Any information obtained may be considered by IWU in its decision whether or not to admit an applicant, to permit his or her continuance in a program, or to recommend him/her for licensure.

All candidates will:

- Have completed a master's degree in education from a college or university accredited by a regional accrediting body. The degree must be verified on official transcripts and sent directly to Indiana Wesleyan University.
- Be currently employed in or have access to a P-12 public or non-public school in which the principal is willing to serve as a mentor for the internship phase of the program. Submission of a completed internship agreement with a building principal will be required prior to the start of the internship phase.
- Hold a proficient or accomplished practitioner teaching license issued by the state of Indiana with at least one content area established.
- Obtain recommendations from two school leaders (superintendent, principal, or assistant principal) who are qualified to judge the applicant's knowledge, skills, and dispositions in relation to pursuing the Building Level Administrator's license.
- Cumulative GPA of 3.00 or better in graduate level courses

Out of State Applicants - Successful completion of the IWU Principal Licensure Program (PLP) and attendant licensing requirements results in the candidate being recommended to the Indiana Department of Education's Office of Educational Licensing and Development (OELD) an Indiana Building Level Administrator (P-12) License. Applicants who seek administrative licensure in states other than Indiana bear the responsibility to determine whether completion of the IWU Principal Licensure Program will meet the academic and assessment requirements of the state in which licensure is sought.

Completion Requirements

To complete the Principal Licensure Program, receive the certificate, and be recommended for licensure, candidates must have completed the following:

- A minimum grade of "B-" in all courses.
- Cumulative GPA of at least 3.0.
- Satisfactory completion, presentation, and defense of the Applied Principal's Portfolio

Program Requirements

To complete the Principal Licensure program, all candidates must:

- Successfully complete each course with at least a "B-" grade and a minimum overall GPA of at least 3.0.
- Successfully complete the Applied Principal's Portfolio defense requirement.
- Successfully pass Indiana's P-12 Building Level Administrator exam.
- Successfully pass all Key Assessments with a score of a "3" or "4" for all rubric criteria.
- Successfully pass all Professional Dispositions with a score of a "3" or "4" for all rubric criteria.
- Successfully pass all Clinical Experience requirements associated with their program with a score of a "3" or "4" for all rubric criteria.

Clinical Experience Requirements

Field Experience:

- All PLP candidates must complete a three credit hour Internship and a three credit hour Practicum.
- All candidates must secure a Principal-Mentor at the school in which they are currently teaching.
- The Principal-Mentor will work with the candidates throughout the course of the Internship and Practicum.
- Principal-Mentors will assist the candidates with observations and evaluations as well as mentoring.
- Principal-Mentor Agreement forms will be filed through the Department of Educational Administration Office.

Certificate - Principal Licensure Program

Principal Licensure Program - Program of Study

Core Courses

EDL-ORE	Orientation to Educational Leadership Programs	0
EDL-657	Instructional Leadership Through Effective Management of Human Capital	3
EDL-618	Professional, Ethical, and Legal Leadership	3
EDL-616	Organizational, Operational, and Resource Management	3
EDL-610	The Principalship: Building	3

	Relationships in a Culture of Achievement	
EDL-612	Prin Intern: Experiential Application of Building Level School Leader Standards	3
EDL-625	Applied Principal's Portfolio Practicum	3

Minimum Computer Requirements - School of Educational Leadership (p. 296)

Education Specialist Program

The Education Specialist Degree (Ed.S.) is a degree and licensure program leading to Indiana's P-12 district level administrator's license. The program identifies outcomes and expectations based on current school leadership principles and practices and enables interns to engage in inquiry, research, dialogue, team learning, reflection, problem-based learning, collaboration, and standards-based assessment from a comprehensive P-12 perspective. The program is aligned to Indiana's Rules for Educator Preparation and Accountability (REPA) for district administrators and also aligned to the national Educational Leadership Constituent Council (ELCC) Standards. Candidates will develop and demonstrate proficiency through a variety of field experience activities and performance assessments. The culminating research-based thesis and district administrator internship reflects a standards-based emphasis and will prepare candidates to pass Indiana's district level administrator exam. The program curriculum consists of 30 foundational hours (transferred in from a master's degree) and 30 hours taken at IWU.

The Education Specialist Degree Program provides a clinical and school-based adult learning experience for aspiring school district leaders by encouraging, empowering, and equipping them as visionary servant-leaders who model Christlikeness. They must be able to facilitate a culture of optimal social, emotional, and spiritual health and well-being; continuous improvement; and successful learning for all students and adults. The Department of Educational Administration has aligned all program and course outcomes to Indiana's REPA standards for the P-12 District Administrator License. These standards include:

- **Standard 1: Human Capital Management** - School district leaders use their role as human capital manager to drive improvements in building leader effectiveness and student achievement.
- **Standard 2: Instructional Leadership** - School district leaders are acutely focused on effective teaching and learning, possess a deep and comprehensive understanding of best instructional practices, and continuously promote activities that contribute to the academic success of all students.
- **Standard 3: Personal Behavior** - School district leaders model personal behavior that sets the tone for all student and adult relationships in the district.
- **Standard 4: Building Relationships** - School district leaders build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results.
- **Standard 5: Culture of Achievement** - School district leaders develop a districtwide culture of achievement aligned to the district's vision of success for every student.
- **Standard 6: Organizational, Operational, and Resource Management** - School district leaders leverage organizational, operational, and resource management skills to support district improvement and achieve desired educational outcomes.

Admission Requirements

Candidates will:

- Have completed a master's degree in education from a regionally accredited body.
- Be currently employed by or have access to a P-12 public or non-public school corporation in which a superintendent (or other central office administrator who holds a superintendent's license) is willing to serve as a mentor for the internship phase of the program. Submission of a completed internship agreement with an appropriate central office administrator will be required prior to the start of the internship phase.
- Hold a proficient or accomplished practitioner teaching license issued by the state of Indiana.
- Have a minimum of three years teaching experience.

- Present at least three letters of recommendation; at least one must be a sitting central office administrator.
- Cumulative GPA of 3.0 or higher in graduate level courses.

Graduation Requirements

To graduate, candidates must have completed the following:

- A minimum grade of “B-“ or higher in all courses.
- Cumulative GPA of at least 3.25.
- Successful completion and oral presentation of the portfolio and defense of the thesis.
- Payment of all tuition and fees is required to receive a diploma.

Program Requirements

To complete the Education Specialist Program, all candidates must:

- Successfully complete each course with at least a "B-" grade and a minimum overall GPA of at least 3.25.
- Successfully complete the Standards Research-Based Thesis defense requirement.
- Successfully pass all Key Assessments with a score of a "3" or "4" for all rubric criteria.
- Successfully pass all Professional Dispositions with a score of a "3" or "4" for all rubric criteria.
- Successfully pass all Clinical Experience requirements associated with their program with a score of a “3” or “4” for all rubric criteria.

Clinical Experience Requirements

Field Experience:

- All Ed.S. candidates must complete a three credit hour Internship.
- All candidates must secure a Superintendent-Mentor at the school in which they are currently teaching.
- The Superintendent-Mentor will work with the candidates throughout the course of the Internship.
- Superintendent-Mentors will assist the candidates with observations and evaluations as well as mentoring.
- Superintendent-Mentor Agreement forms will be filed through the Department of Educational Administration Office.

EdS - Education Specialist

Education Specialist - Program of Study

Foundation Courses

Foundation Graduate Education Courses	30

Core Courses

EDL-ORE	Orientation to Educational Leadership Programs	0
EDL-600	District Curriculum Leadership	3
EDL-602	Leading Schools to Be Culturally Responsive	3
EDL-605	District Personnel Management and Supervision	3

EDL-620	Advanced School Finance	3
EDL-615	District Facilities Management and Leadership	3
EDL-705	ISLLC/IDOE Standards Based Research Thesis	3
EDL-700	Applied Superintendent's Internship Practicum	3
EDL-770A	Advanced Leadership Seminar and Praxis for Educators	3
EDL-770B	Advanced Leadership Seminar and Praxis For Educators	3
EDL-770C	Advanced Leadership Seminar and Praxis For Educators	3

Minimum Computer Requirements - School of Educational Leadership (p. 296)

Public Services and Applied Sciences Department - Graduate Offerings

The Public Services and Applied Sciences Department offers the following graduate program:

Master of Public Affairs (MPA) (p. 497)

Admission Requirements

The admission requirements for the master's degree program are as follows:

- A baccalaureate or graduate degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- An undergraduate grade point average (GPA) of 2.5 or higher from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed. If an applicant's GPA is below 2.5, the student may be admitted on a probationary basis, as established by the guidelines of the college.
- A minimum of two years of significant full-time work experience.

Graduation Requirements

To graduate with a master's degree the following requirements must be met:

- All credits required in the curriculum sequence with a minimum GPA of 3.0 and a minimum grade of "C" in each course. A grade of "C-" or below will require the course to be repeated.
- Overall GPA of 3.0 in all IWU graduate work.
- Payment of all tuition and fees is required to receive a diploma.

Master of Public Affairs (MPA)

The Master of Public Affairs (MPA) is a 36 credit hour program consisting of a 24 credit hour common core plus a 12 credit hour specialization. (IWU reserves the right to move students to another date, location, or online if less than eight students are registered for any specialization.) With a strong emphasis on social responsibility and civic engagement, the MPA program at IWU gives students the skills necessary to effectively and compassionately confront the challenges of today's metropolitan environment and its diverse populations.

The MPA program prepares students to assume leadership and management roles in local, state, and federal levels of government, and similar roles in community based non-profit organizations. The curriculum emphasizes the skills necessary for

ethical and efficient public management—including planning, policy analysis, and decision-making—that best represents and promotes the public interest.

Credit may be transferred in from a regionally accredited institution (maximum of six hours) for any core or specialization course except for POL-526, POL-586, and any specialization course that is designated a 586 course (for example CRJ-586). The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

The same courses offered in the classroom setting are also offered via the Internet. Details are available at Online-Delivery.

Admission and Graduation Requirements for the Public Services and Applied Sciences Department (p. 497)

MPA - Mission and Outcomes

With a strong emphasis on social responsibility and civic engagement, the MPA program at Indiana Wesleyan University gives students the skills necessary to effectively and compassionately confront the challenges of today's metropolitan environment and its diverse populations. It prepares students to assume leadership and management roles in local, state, and federal levels of government, and similar roles in community based non-profit organizations. The curriculum emphasizes the skills necessary for ethical and efficient public management – including planning, policy analysis, and decision-making – that best represents and promotes the public interest.

Upon completion of the MPA program at Indiana Wesleyan University, students will be able to:

- Impart complex information in a clear, concise, and understandable manner.
- Incorporate analytical and critical thinking into the decision-making process.
- Demonstrate the ability to see patterns and classify information, concepts, and theories in public affairs.
- Demonstrate the ability to judge public policy and management evidence based on reasoned arguments.
- Articulate the importance of upholding the "public trust."
- Demonstrate ethical decision-making.
- Articulate a personal philosophy about public affairs and marshal evidence from the literature and from research to support that philosophy and defend it.

MPA - Program of Study

Core Courses

POL-526	Foundations of Public Policy	3
POL-527	Scholarship	3
POL-528	Economics and Policy	3
POL-522	Research Design and Methods	3
POL-542	Policy Analysis	3
POL-565	Public Administration and Finance	3
POL-515	Urban Economics and Policy	3

Specialization Courses - Criminal Justice

CRJ-526	Criminal Justice Policy	3
CRJ-534	Criminal Justice Administration	3
CRJ-542	Economic Analysis of Crime	3
CRJ-586	Criminal Justice Leadership	3

Capstone Experience

POL-586	Capstone in Public Policy and Affairs	3

Total Credit Hours: 36

MPA - Program Requirements

To complete the MPA program, all candidates must:

- Students must successfully complete POL-526 and POL-527 in order to continue in the program.
- Students must successfully complete all core courses except the capstone before starting the specialization courses.

- Students must successfully complete all program courses (core and specialization) prior to taking the capstone course.

MPA Degree

The Master of Public Affairs (MPA) is a 36 credit hour program consisting of a 24 credit hour common core plus a 12 credit hour specialization. (IWU reserves the right to move students to another date, location, or online if less than eight students are registered for any specialization.)

The MPA program prepares students to assume leadership and management roles in local, state, and federal levels of government, and similar roles in community based non-profit organizations. The curriculum emphasizes the skills necessary for ethical and efficient public management—including planning, policy analysis, and decision-making—that best represents and promotes the public interest.

Credit may be transferred in from a regionally accredited institution (maximum of six hours) for any core or specialization course except for POL-526, POL-586, and any specialization course that is designated a 586 course (for example CRJ-586). The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

The same courses offered in the classroom setting are also offered via the Internet. Details are available at Online-Delivery.

With a strong emphasis on social responsibility and civic engagement, the MPA program at Indiana Wesleyan University gives students the skills necessary to effectively and compassionately confront the challenges of today's metropolitan environment and its diverse populations. It prepares students to assume leadership and management roles in local, state, and federal levels of government, and similar roles in community based non-profit organizations. The curriculum emphasizes the skills necessary for ethical and efficient public management – including planning, policy analysis, and decision-making – that best represents and promotes the public interest.

Upon completion of the MPA program at Indiana Wesleyan University, students will be able to:

- Impart complex information in a clear, concise, and understandable manner.
- Incorporate analytical and critical thinking into the decision-making process.
- Demonstrate the ability to see patterns and classify information, concepts, and theories in public affairs.
- Demonstrate the ability to judge public policy and management evidence based on reasoned arguments.
- Articulate the importance of upholding the "public trust."
- Demonstrate ethical decision-making.
- Articulate a personal philosophy about public affairs and marshal evidence from the literature and from research to support that philosophy and defend it.

Admission Requirements

The admission requirements for the master's degree program are as follows:

- A baccalaureate or graduate degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- An undergraduate grade point average (GPA) of 2.5 or higher from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed. If an applicant's GPA is below 2.5, the student may be admitted on a probationary basis, as established by the guidelines of the college.
- A minimum of two years of significant full-time work experience.

Program Requirements

- Students must successfully complete POL-526 and POL-527 in order to continue in the program.
- Students must successfully complete all core courses except the capstone before starting the specialization courses.
- Students must successfully complete all program courses (core and specialization) prior to taking the capstone course.

Graduation Requirements

To graduate with a master's degree the following requirements must be met:

- All credits required in the curriculum sequence with a minimum GPA of 3.0 and a minimum grade of “C” in each course. A grade of “C-” or below will require the course to be repeated.
- Overall GPA of 3.0 in all IWU graduate work.
- Payment of all tuition and fees is required to receive a diploma.

MPA - Public Affairs

MPA - Program of Study

Core Courses

POL-526	Foundations of Public Policy	3
POL-527	Scholarship	3
POL-528	Economics and Policy	3
POL-522	Research Design and Methods	3
POL-542	Policy Analysis	3
POL-565	Public Administration and Finance	3
POL-515	Urban Economics and Policy	3

Specialization Courses - Criminal Justice

CRJ-526	Criminal Justice Policy	3
CRJ-534	Criminal Justice Administration	3
CRJ-542	Economic Analysis of Crime	3
CRJ-586	Criminal Justice Leadership	3

Capstone Experience

POL-586	Capstone in Public Policy and Affairs	3

Graduate Counseling Division

Mission Statement

The Division of Graduate Counseling is dedicated to training high-quality professionals who are competent to work with diverse populations within their area of specialization. The faculty is dedicated to training and mentoring students within an integrated understanding of Christian faith and professional practice with emphasis on student academic, professional and cultural competence.

Program Descriptions

The Master of Arts degree with majors in Counseling prepares counselors who are able to integrate their Christian faith and values with integrity in their practice of counseling. Graduates of the program will be prepared to provide professional service to public agencies, churches, educational settings, para-church organizations, and business and industry settings. To that end, the graduate counseling program offers the following objectives:

1. Students will demonstrate mastery of comprehensive counseling curriculum.
2. Students will demonstrate competence in reading, interpreting, evaluating and applying scholarly research.
3. Students will demonstrate clinical proficiency.
4. Students will demonstrate multicultural awareness in clinical practice.
5. Students will demonstrate professional integrity.
6. Students will demonstrate an ability to integrate faith with the counseling profession.
7. Students will demonstrate proficiency in communication skills.

8. Students will demonstrate proficiency in their selected area of specialization.

The Clinical Mental Health Counseling (p. 152), Marriage and Family Counseling/Therapy (p. 728), and School Counseling (p. 153) programs at Indiana Wesleyan University are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) (5999 Stevenson Ave., Alexandria, VA 22304, 703-823-9800). CACREP is an independent agency recognized by the Council for Higher Education Accreditation to accredit master's and doctoral degree programs in the counseling-related professions. The accreditation runs through October 31, 2021. (Note: The Clinical Mental Health Counseling program is currently accredited under the 2001 standards for Community Counseling as a Community Counseling program. The current curriculum is designed to meet the 2009 standards, which combined Community Counseling and Mental Health Standards into standards for Clinical Mental Health Counseling programs). The School Counseling program is also approved by the Indiana Professional Standards Board. Starting in the fall of 2013, the School Counseling program will transition from a traditional to a blended instructional format.

The Community Counseling (p. 151) program requires the completion of 48 semester hours, the Clinical Mental Health Counseling program requires 60 semester hours, the Marriage and Family Counseling/Therapy program requires 60 semester hours, and the School Counseling program requires 48 semester hours. All majors require a supervised practicum and internships. The 60-hour programs meet the requirements for Licensed Mental Health Counselor or Licensed Marriage and Family Therapist in Indiana.

The Division of Graduate Counseling also offers majors in Addictions Counseling (p. 151) and Student Development Administration (p. 154). The purpose and goal of the Addictions Counseling major is to educate students and returning professionals in the competency and practice of addictions sciences. This major seeks to be a world-class program of "science to service" with a relevant Christian perspective of hope and healing. The program has been granted Provider Status by the National Association of Alcohol and Drug Abuse Counselors (NAADAC) and the NAADAC State affiliate, the Indiana Association for Addiction Professionals (IAAP). Upon completion of the degree, students will be eligible to take the NAADAC/IAAP exam for the national Master Addiction Counselor (MAC) and state Indiana Certified Addictions Counselor I or II (ICAC I, II) certification.

The M.A. in Student Development Administration prepares students for careers in the student development professions in the settings of higher education. The program uses a student-focused approach by applying skills and techniques in order to build and maintain life-impacting relationships with college students. The program follows the Professional Competency Areas for Student Affairs Practitioners established by the ACPA (College Student Educators International) and NASPA (Student Affairs Administrators in Higher Education) associations. This program can be completed entirely online or in combination with available onsite courses on the Marion and Indianapolis-West campuses.

Students with a master's degree with a major in counseling who do not meet the requirements for Indiana state licensure may complete the academic requirements through Indiana Wesleyan University's Graduate Counseling program. See Certificate Programs (p. 154). Those interested in this option should call 765-677-2855 or 800-895-0036 for more information.

Admission to Graduate Studies in Counseling

The admission requirements are:

1. A baccalaureate degree from an accredited college or university, or an institution accredited by the Association for Biblical Higher Education.
2. An undergraduate grade point average of at least 3.0 on a 4.0 scale from the baccalaureate degree-granting institution at which at least 30 hours was completed.
3. Six semester hours in undergraduate psychology of which three semester hours must be in Abnormal Psychology.
4. Six semester hours in Bible (Old and New Testament) or passage of the Bible exam administered by the Graduate Counseling Department. Students may take any of the undergraduate courses at Indiana Wesleyan University and be admitted on a conditional basis until all prerequisites are satisfactorily completed.
5. Graduate Record Exam (GRE) taken within five years of application to the program. A typewritten autobiography, philosophy of counseling, and supplemental application. Verbal (V) score of at least 146/400 (new/old scoring) is required. Successful graduate coursework may be substituted for the GRE.
6. An official transcript from each undergraduate and graduate institution attended.
7. Three recommendations – at least one from a professor and one from a supervisor/professional.

8. Applicants whose application documents demonstrate potential for success in the Graduate Program in Counseling will be invited to participate in a personal interview.

*The graduate admissions committee retains the right to waive an admission requirement for special circumstances.

Prerequisites for Graduate Studies in Counseling

The following prerequisites must be completed before completing 12 semester hours of counseling courses:

1. Six semester hours in undergraduate psychology of which three semester hours must be in Abnormal Psychology.
2. Six semester hours in Bible (Old and New Testament) or passage of the Bible exam administered by the Graduate Counseling Department.
3. Students may take any of the undergraduate courses at Indiana Wesleyan University and be admitted on a conditional basis and may take up to 12 hours of coursework while completing all prerequisites.

Program Requirements for Graduate Studies in Counseling

Students are evaluated by faculty upon completion of their initial nine hours of graduate study. This evaluation includes: current GPA, written and communication skills, and overall style of interactions with faculty, staff, and peers within the program. In addition, students are evaluated by a core faculty member at the end of the practicum class. This evaluation includes: ability to perform a basic listening skills sequence and establishment of therapeutic relationships, appropriate responses to supervision, and basic conceptualization of clients in their caseloads. Students are evaluated again during their final internship. This evaluation includes: evaluation of the student's counseling skills including assessment, diagnosis, and treatment of clients, record keeping, information and referral, and familiarity with professional activities and resources. These evaluations are used to identify specific strengths and weaknesses and readiness to enter the counseling field.

To remain in good standing within the program, students are expected to maintain specific academic and professional standards. Students must maintain a cumulative GPA of at least 3.0. Students whose cumulative GPA falls below 3.0 will be placed on academic probation. Furthermore, students may be suspended from the program if their cumulative GPA is not 3.0 or above upon completion of the following semester.

Students may choose to not register for one semester and remain in good standing. However, if a student does not register for two or more consecutive semesters, he or she will be considered inactive. In such cases, students must seek readmission in order to resume work in the program.

Coursework, practica and internships provide both students and faculty opportunities to determine "professional goodness-of-fit." In addition to assessing academic performance, faculty utilize these times to evaluate students' suitability for the counseling profession. Students who do not possess characteristics deemed as essential for counselors will be asked to develop, in collaboration with faculty, remedial plans of correction. Such plans might include referrals for individual counseling to address specific identified issues. In cases where remedial plans are unsuccessful or inappropriate, the student will be asked to withdraw from the program. In such cases, career services will be made available to assist such persons in finding a more appropriate vocational direction.

Students admitted to the Graduate Studies in Counseling at Indiana Wesleyan University are expected to behave in a professional and ethical manner. Failure to conform to acceptable standards of behavior in classes, practica or internships is considered cause for dismissal from the program. Once admitted to the program, non-academic cause for dismissal includes, but is not limited to:

1. Behavior that is prohibited under the ethical standards and practices of the American Counseling Association (ACA), American Mental Health Counselors Association (AMHCA), NAADAC/IAAP, American Association of Marriage and Family Therapy (AAMFT), and/or the Counselor Licensure laws in the state of Indiana.
2. Indecent or malicious behavior and disrespect directed toward instructors, supervisors, administrators or fellow students; use of profanity or verbal/physical intimidation toward others; failure to follow reasonable instructions; or any form of sexual harassment.
3. Use of deceit or fraud, academic or otherwise, to gain admission to or in any activity within the program.
4. Conviction of a felony or of an offense involving possession, sale or consumption of a controlled substance.
5. Conviction for a misdemeanor offense committed during or related to the practice of any counseling procedure or activity.
6. Conviction of an offense involving sexual transgression.

7. Behavior that violates one of the lifestyle expectations of the university.

Programs in Graduate Studies in Counseling

All students who obtain a Master of Arts degree with a major in Counseling from Indiana Wesleyan University must complete either 48 or 60 hours of study. Students who major in Student Development Administration are required to complete a minimum of 36 hours of study. For the majors in Addictions Counseling, Community Counseling, and School Counseling, 48 semester hours of graduate studies are required. Sixty semester hours of graduate studies are required for completion of the Clinical Mental Health Counseling and Marriage and Family Counseling/Therapy. Programs of study in the majors of Clinical Mental Health Counseling, Marriage and Family Counseling/Therapy, and School Counseling consist of the following components: core courses, clinical experiences, and specialization courses. In contrast, the programs of study in Addictions Counseling and Student Development Administration consist of a unique set of core courses as well as clinical experiences. Each of these programs of study is described in greater detail below.

Admission to Student Development Administration

The admission requirements are:*

1. A baccalaureate degree from an accredited college or university, or an institution accredited by the Association for Biblical Higher Education.
2. An undergraduate grade point average of at least 3.0 on a 4.0 scale from the baccalaureate degree-granting institution at which at least 30 hours was completed.
3. Six semester hours in psychology of which three semester hours must be in Life Span Development or Developmental Psychology.
4. Six semester hours in Bible (Old and New Testament). Students may take any of the undergraduate courses at Indiana Wesleyan University and be admitted on a conditional basis until all prerequisites are satisfactorily completed.
5. A completed application form for admission to the IWU Student Development Administration program.
6. An official transcript from each undergraduate and graduate institution attended.
7. Three recommendations – at least one from a professor and one from a supervisor/professional.
8. Applicants whose application documents demonstrate potential for success in Student Development Administration will be invited to participate in a personal interview.

*The graduate admissions committee retains the right to waive an admission requirement for special circumstances.

Prerequisites for Student Development Administration

The following prerequisites must be completed before completing 12 semester hours of student development courses:

1. Six semester hours in Psychology, which must include three hours in Life Span Development or Developmental Psychology.
2. Six semester hours in Bible (Old and New Testament). Students may take any of the undergraduate required courses at Indiana Wesleyan University.

Addictions Counseling

Requirements (48 credits)

Core Courses

CNS-511	Issues in Addiction Recovery	3
CNS-535	Theories and Treatment of Addiction	3
CNS-502	Multicultural Counseling	3
CNS-503	Theory and Techniques in the Helping Relationship	3
CNS-504	Theory and Techniques in Group Counseling	3
CNS-506	Appraisal of Individuals	3
CNS-507	Research and Evaluation of Methods	3

	and Practice	
CNS-508	Legal, Ethical and Professional Issues	3
CNS-509	Integration of the Theory and Practice of Christian Counseling	3
CNS-512	Psychopharmacology	3
CNS-533	Psychopathology	3
CNS-545	Counseling Addicted Families	3

Clinical Experiences

CNS-550	Supervised Practicum	3
CNS-551	Supervised Internship and	3
CNS-552	Supervised Internship Elective	3

For fulfillment of the academic requirements for LMHC licensure in the state of Indiana, the following additional courses must be successfully completed: CNS-501, CNS-505, CNS-522, CNS-523, and CNS-554.

Community Counseling

Requirements (48 credits)

Core Courses

CNS-501	Human Growth and Development	3
CNS-502	Multicultural Counseling	3
CNS-503	Theory and Techniques in the Helping Relationship	3
CNS-504	Theory and Techniques in Group Counseling	3
CNS-505	Theory and Techniques in Career Counseling	3
CNS-506	Appraisal of Individuals	3
CNS-507	Research and Evaluation of Methods and Practice	3
CNS-508	Legal, Ethical and Professional Issues	3
CNS-509	Integration of the Theory and Practice of Christian Counseling	3

Clinical Experiences

CNS-550	Supervised Practicum	3
CNS-551	Supervised Internship and	3
CNS-552	Supervised Internship	3

Specialization Courses

CNS-522	Foundations in Clinical Mental Health Counseling	3
CNS-523	Clinical Mental Health Assessment and Intervention	3
	Electives	6

*Please note that this degree does not prepare the student for licensure in Indiana. It is primarily for the student who desires a master's degree in counseling but does not need to be licensed.

Clinical Mental Health Counseling

Requirements (60 credits)

Core Courses

CNS-501	Human Growth and Development	3
CNS-502	Multicultural Counseling	3
CNS-503	Theory and Techniques in the Helping Relationship	3
CNS-504	Theory and Techniques in Group Counseling	3
CNS-505	Theory and Techniques in Career Counseling	3
CNS-506	Appraisal of Individuals	3
CNS-507	Research and Evaluation of Methods and Practice	3
CNS-508	Legal, Ethical and Professional Issues	3
CNS-509	Integration of the Theory and Practice of Christian Counseling	3

Clinical Experiences

CNS-550	Supervised Practicum	3
CNS-551	Supervised Internship	3
CNS-552	Supervised Internship	3
CNS-554	Advanced Internship	3

Specialization Courses

CNS-511	Issues in Addiction Recovery	3
CNS-512	Psychopharmacology	3
CNS-522	Foundations in Clinical Mental Health Counseling	3
CNS-523	Clinical Mental Health Assessment and Intervention	3
CNS-524	Ecological Counseling and Prevention	3
CNS-533	Psychopathology	3
	Electives	3

Marriage and Family Counseling/Therapy

Requirements (60 credits)

Core Courses

CNS-501	Human Growth and Development	3
CNS-502	Multicultural Counseling	3
CNS-503	Theory and Techniques in the Helping Relationship	3
CNS-504	Theory and Techniques in Group Counseling	3
CNS-505	Theory and Techniques in Career Counseling	3
CNS-506	Appraisal of Individuals	3
CNS-507	Research and Evaluation of Methods and Practice	3
CNS-508	Legal, Ethical and Professional Issues	3
CNS-509	Integration of the Theory and Practice of Christian Counseling	3

Clinical Experiences

CNS-550	Supervised Practicum	3
CNS-551	Supervised Internship	3

CNS-552	Supervised Internship	3
CNS-554	Advanced Internship	3

Specialization Courses

CNS-520	Sexuality, Intimacy and Gender	3
CNS-533	Psychopathology	3
CNS-541	Foundations of Marriage and Family Therapy	3
CNS-542	Major Models of MFT I: Theory Assessment, and Application	3
CNS-543	Major Models of MFT II: Theory, Assessment, and Application	3
CNS-546	Major Models of MFT III: Theory, Assessment, and Application	3
	Electives	3

School Counseling

Requirements (48 credits)

Core Courses

CNS-501	Human Growth and Development	3
CNS-502	Multicultural Counseling	3
CNS-503	Theory and Techniques in the Helping Relationship	3
CNS-504	Theory and Techniques in Group Counseling	3
CNS-505	Theory and Techniques in Career Counseling	3
CNS-506	Appraisal of Individuals	3
CNS-507	Research and Evaluation of Methods and Practice	3
CNS-508	Legal, Ethical and Professional Issues	3
CNS-509	Integration of the Theory and Practice of Christian Counseling	3

Clinical Experiences

CNS-550	Supervised Practicum	3
CNS-551	Supervised Internship	3
CNS-552	Supervised Internship	3

Specialization Courses

CNS-519	Theories and Techniques of School Counseling I	3
CNS-527	Child and Adolescent Development and Treatment	3
CNS-529	Theories and Techniques of School Counseling II	3
	Electives	3

Student Development Administration

Requirements (36 credits)

Required Courses

SDC-509	Administration and Finance in Higher Education	3
SDC-510	The College Student	3

SDC-501	History of Higher Education	2
SDC-525	Special Topics in Student Life Administration	3
SDC-508	Legal and Ethical Issues in Student Development	2
CNS-502	Multicultural Counseling	3
CNS-503	Theory and Techniques in the Helping Relationship	3
CNS-504	Theory and Techniques in Group Counseling	3
SDC-505	Career Counseling for Student Development	2
CNS-506	Appraisal of Individuals	3
SDC-551	Supervised Internship - Student Development	3
SDC-552	Supervised Internship - Student Development	3
CNS-507	Research and Evaluation of Methods and Practice	3

Certificate Programs

The Graduate Studies in Counseling programs offer certificates to persons seeking specialized academic preparation in one of the major areas of study offered by the program, but who do not desire or require degree completion at Indiana Wesleyan University.

Objectives of Certificate Programs:

1. Students will demonstrate proficiency in their selected area of specialization (e.g., School Counseling, Clinical Mental Health Counseling, Addictions Counseling, Marriage and Family Counseling/Therapy).
2. Student meets learning objectives specified in his/her plan of study.

Addictions Counseling Certificate

An Addictions Counseling Certificate is available for students presently enrolled in non-IWU graduate counseling programs and whose program does not offer sufficient coursework in addictions counseling. Such students can enroll in the Addictions Certificate Program and obtain specialized training in addictions counseling to enhance their academic training to better meet their professional goals.

Admission Requirements for Addictions Counseling Certificate include:

1. A baccalaureate degree from an accredited college or university, or an institution accredited by the Association for Biblical Higher Education.
2. An undergraduate GPA of at least 3.0 on a 4.0 scale from the baccalaureate degree-granting institution at which at least 30 semester hours was completed.
3. A completed application form for admission to the IWU Graduate Studies in Counseling Certificate Program.
4. If graduate work has been attempted, all transcripts must be submitted, and a minimum GPA of 3.0 earned.
5. A letter clearly stating reason(s) for seeking admission into the certificate program.
6. In those cases where the applicant is seeking to fulfill requirements for any licensure/certification, identification of a specific plan of study for any license/certification process is the responsibility of the applicant.

Exit Requirements include:

1. Successful completion of all coursework identified on certificate plan of study.
2. All course grades at or above level of "C+."

3. Overall cumulative GPA of 3.0.

Requirements

Addictions Counseling Certificate – Required Courses:

CNS-511	Issues in Addiction Recovery	3
CNS-512	Psychopharmacology	3
CNS-533	Psychopathology	3
CNS-535	Theories and Treatment of Addiction	3
CNS-545	Counseling Addicted Families	3

Post Master's Certificate

This certificate is for persons who have already attained a Master of Arts degree in a counseling-related program, but whose degree program and/or post-graduate clinical experiences do not meet specific state licensure or national certification requirements. In such cases, program faculty collaborate with the student to develop a specific program of study that seeks to fulfill the identified academic requirements. It is the responsibility of the student to provide evidence identifying the specific academic content or coursework required by the particular credentialing entity. This evidence is typically discovered through the student's consultation with the particular licensure/certification board.

Admission Requirements include:

1. A master's degree from an accredited college or university, or an institution accredited by the Association for Biblical Higher Education.
2. A graduate GPA of at least 3.0 on a 4.0 scale from the graduate degree-granting institution at which at least 30 semester hours was completed.
3. A completed application form for admission to the IWU Graduate Studies in Counseling Certificate Program.
4. A letter clearly stating reason(s) for seeking admission into the certificate program.
5. In those cases where the applicant is seeking to fulfill requirements for any licensure/certification, identification of a specific plan of study for any license/certification process is the responsibility of the applicant.

Exit Requirements include:

1. Successful completion of all coursework identified on certificate plan of study.
2. All course grades at or above level of "C+."
3. Overall cumulative GPA of 3.0.

Kern Ministry Education Program - B.S. to M.A.

Purpose

The Kern Ministry Education Program is designed to prepare persons for pastoral ministry in the church. Upon completion of the Bachelor of Science degree with a major in Christian Ministries, students begin the two-year Master of Arts degree, which includes advanced studies in theology, Bible, and church history as well as a year of full-time practical experience in an approved teaching church. (Requirements listed below.) Ministry practice domains are incorporated into the curriculum prior to the practical experience to prepare the student with depth and skills for pastoral work. Scholarships are also available for those students identified and accepted as Kern scholars who maintain a 3.5 GPA and will complete the entire program in five years.

Requirements (62 credits)

Advanced Ministerial Formation

Hermeneutics for Ministry	3
Biblical Theology	3
Special Topics in Bible	3
American Christianity	3
Special Topics in Christian History	3
Special Topics in Theology/History	3

Practical Theology of Ministry	3
Philosophy of Ministry	3
Formation in Christian Practices	1
Formation in Ministerial Practices	1

Supervised Practical Ministry

Transition to Church	3
Pastoral Leadership	3
Mentoring and Spiritual Direction	3
Strategic Pastoral Care	3
Christian Education of Youth and Families	3
Creative Worship Planning	3
Congregational Study	2
Community Study	1
Mission and Church Health	3
Leadership Development	2
Advanced Homiletics	3
Multi-ethnic Ministry	2
Strategic Pastoral Counseling	3
Ministry Master's Capstone	2

Wesley Seminary Degrees

Wesley Seminary offers the following programs:

- Master of Arts degree with a major in Ministry
 - Concentration in Leadership
 - Concentration in Children, Youth, and Family Ministry
- Master of Divinity

Admission Requirements

Master of Arts with a Major in Ministry:

Admission to the Ministry major begins with completing application forms and submitting them with official transcripts and two personal recommendations. The Office of Student Services shall determine admission status from the completed forms and student file and notify the applicant in writing of the admission status granted. Regular admission to the seminary constitutes admission to candidacy for the master's degree. The basic criteria for regular admission to the MA program within the seminary are as follows:

- A baccalaureate degree from a regionally accredited college or university or an institution accredited by the Association for Biblical Higher Education.
- An undergraduate grade-point average of at least 2.5 from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed.
- Ability to pursue graduate work successfully. (The transcripts and certificate of recommendation from former professors and supervisors will be considered evidence of such ability.)
- Three recommendations including:
 - a. An academic recommendation.
 - b. A recommendation from someone who can comment on the applicant's pastoral skills.
 - c. A general recommendation.
- Moral character consistent with the principles and policies of Christian conduct at Indiana Wesleyan University. (The student's certificates of recommendation are considered sufficient evidence in this matter.)

- Submission of a written statement identifying the student's philosophy of ministry and personal goals in undertaking the graduate program.

Master of Divinity:

- A baccalaureate degree from a regionally accredited college or university or an institution accredited by the Association for Biblical Higher Education.
- A minimum cumulative undergraduate grade-point average (GPA) of 2.5 from the baccalaureate degree granting institution at which a minimum of 30 credit hours was completed.
- An official transcript from the baccalaureate degree granting institution at which a minimum of 30 credit hours was completed.
- Three references, including
 - a. One from a pastor or denominational supervisor.
 - b. An endorsement from their local church board or appropriate church body.
 - c. Two additional references of the applicant's choosing.
- A three to four page autobiography and statement of ministry purpose. The statement of purpose should reflect one's sense of God's direction in relation to Christian ministry or service.
- Applicants must currently be involved in an appropriate ministry or be willing to be placed in such a ministry throughout the program (see application for details).
- Students may transfer up to 27 hours of prior graduate work from an accredited institution in an appropriate area of study. Credit for up to half the hours of a completed master's degree may also count toward the M.Div. if the courses are relevant to ministry.
- In circumstances when the Seminary has an articulation agreement with a particular undergraduate institution, the total number of M.Div. hours required may be shortened up to 12 hours in lieu of established course relationships.

Admission of Students Without a Baccalaureate Degree

Students without an undergraduate degree may apply for admission if they meet the following conditions:

- A minimum of at least 15 years of extensive life, ministry, and/or business experience, or a bachelor's degree from an unaccredited institution.
- A high school diploma or equivalent.
- Completion of a college-level composition or writing course with a minimum grade of 3.0 or equivalent. If not completed at time of application, s/he must take such a writing course and submit the score prior to final committee review.
- At least 60 credit hours of undergraduate academic work (in the semester system or equivalent in another system) or an associate degree, with a cumulative GPA average of 2.5 or equivalent.

In addition to the admission requirements listed above, students without an undergraduate degree must submit a two-four page essay indicating the student's educational experiences, goals, and experiences, an extensive portfolio detailing ministry, life, and work experience, artifacts demonstrating this experience, and a five page writing sample. Applications from students without an undergraduate degree will be reviewed by the Seminary Admissions Committee.

Admission of Students Without an Accredited Degree

Students whose undergraduate degree is from an unaccredited institution may apply for admission if they meet the following conditions:

- Completion of the equivalent of a bachelor-level college degree with a cumulative GPA average of 2.5 or equivalent.
- A high school diploma or equivalent.
- Completion of a college-level composition or writing course with a minimum grade of 3.0 equivalent. If not completed at time of application, s/he must take such a writing course and submit score prior to final committee review.

Optional Qualifications

- GRE: The Admissions Committee may at any point in the process require the applicant to complete the GRE. Minimum scores are 400 Verbal, 400 Quantitative, and 4 in Analytical Writing.

To apply for this form of admission, a student must:

- Write a 2-4 page essay in which you:
 - Describe the academic strengths of the institution you attended for your undergraduate education.
 - Indicate why you have decided to pursue a seminary education at this stage in your life.
 - Indicate your long term goals after the degree and how you think the degree will help equip you to achieve them
- Provide a 5 page sample of your writing ability:
 - Take a current debate in contemporary society over an ethical or political issue.
 - Demonstrate that you can write an organized presentation of an issue, represent the viewpoints of others fairly, do research, and defend a position with good grammar, spelling, and some standard format for referencing sources.

Applications will be reviewed by the Seminary Admissions Committee which will include appropriate faculty representation. The Seminary Admissions Committee may request additional information and/or documentation as part of the review process. All "Accredited Degree Exemption" students will be accepted on probation.

Unclassified Admission

Unclassified admission may be granted to students who do not wish or plan to become candidates for the master's degree from Indiana Wesleyan University, or who do not meet the above requirements. Such students must complete the unclassified application form (contact a Program Representative) and submit a copy of a transcript showing the conferred undergraduate baccalaureate degree. A maximum of 15 credit hours can be earned as an unclassified student. Students wishing to change from unclassified to regular status must follow normal admission procedures and meet all stated admission requirements.

Dual Undergraduate/Graduate Enrollment

A senior who is currently enrolled at Indiana Wesleyan University and who is within the last semester of completing course requirements for the baccalaureate degree may, with the approval of the Dean, register for a maximum of two graduate courses per semester. Such students who desire to take additional graduate courses after earning the baccalaureate degree must follow the regular admission procedure.

Graduate courses may not be counted both for graduate and undergraduate requirements.

Previous IWU Credit

Courses taken at IWU more than seven years prior to admission or readmission to the Seminary cannot be used to fulfill the requirements for either the MA or M.Div. degree.

Graduation Requirements

- Completion of core requirements.
- Minimum grade of "C" in each core and elective course.
- Cumulative grade point average of 2.5.
- All requirements for the degree must be completed within six years of enrollment for the MA degree and ten years for the M.Div. degree.
- Payment of all tuition and fees is required to receive a diploma.

Advanced Standing with Credit

Graduates of undergraduate programs with relevant theological courses in Bible, theology, church history, and cultural contexts, and who enroll in the Seminary may receive advanced standing with credit on the basis of competence achieved in certain undergraduate courses. Advanced standing with credit (up to twelve semester hours toward the MDiv degree and up to six semester hours toward the MA degree) may be granted for the courses listed below under the following conditions:

- The courses were taken at a regionally accredited or ABHE accredited institution. The Seminary reserves the right to determine whether or not courses are equivalent.
- A student has received at least a "B" in the specific courses as indicated with at least one course on the 300 level and no course below the 200 level, and
- The student successfully demonstrates competency of the required graduate course outcomes through either an oral or written assessment performed by a designated academic representative of the seminary.
 - BIBL-500 The Bible as Christian Scripture - credit may be granted for this course if the student has successfully completed a hermeneutics/exegetical method course and at least one upper level Bible course.
 - THEO-500 Introduction to Christian Theology - credit may be granted for this course if the student has successfully completed at least two theology courses that together cover the primary topics of systematic theology.
 - CHST-500 Global Christian History - credit may be granted for this course if the student has successfully completed at least two church history courses that together cover Christian history from the early church to the present.
 - MISS-500 Cultural Contexts of Ministry - credit may be granted for this course if the student has successfully completed at least two courses that cover at least two of the following topics: cultural anthropology, urban ministry, cross-cultural ministry, or denominational history.

A student wishing to receive advanced standing with credit for BIBL-500, THEO-500, and CHST-500 must submit the application three months prior to the first day of the month in which the course is offered in the student's cohort schedule. The student will be notified of the designated faculty member's decision by the first day of the following month. Students who do not submit by this deadline will not be eligible for advanced standing with credit.

MA - Ministry

The Master of Arts is a 36 hour program that provides graduate-level training for working ministry practitioners. Costs are among the lowest charged by accredited programs and courses take place in convenient formats including online classes, one week intensives, and eight week classes that meet one night a week. A flexible curriculum allows students to choose courses based on their interest from a wide range of options. Top faculty members from IWU and across the country provide relevant and stimulating learning experiences. The program has a strong practical emphasis, making it ideal for persons currently engaged in ministry.

Wesley Seminary at Indiana Wesleyan University strives to promote the following key learning outcomes in the MA program. A student who has completed the MA degree with a major in Ministry should, with graduate-level competency, be able to:

- Implement life-long reflective learning skills to study and apply the disciplines required for faithful and fruitful ministry in various contexts.
- Demonstrate a deepening spiritual character and commitment to integrity in ministry.
- Operate from a solid biblical, theological, historical and cultural understanding that informs ministerial vocation.
- Apply core set of leadership, management and communication skills that advance the mission of God in the world.

The Master of Arts with a major in Ministry is offered through cohort groups which meet weekly online or on-site or through week-long intensive classes. Cohort programs are designed to take groups of students through a progression of 11 courses. An additional six hours of elective credits are needed to complete the 36-hour degree requirement.

Progression Policy - Students must have completed all core and concentration courses before enrolling in MIN-591. Registration in MIN-591 will be cancelled for any students who fail to satisfactorily complete all core and concentration courses. All requirements for the degree must be completed within six years of enrollment.

Transfer Credit - A maximum of nine hours may be transferred from another accredited master's program, provided it falls within seven years prior to admission.

Previous IWU Credit - Courses taken at IWU more than seven years prior to admission or readmission to the Seminary cannot be used to fulfill the requirements for this degree.

Substitution of Courses - Students who have taken equivalent courses in their undergraduate program to BIBL-500 The Bible as Christian Scripture, THEO-500 Introduction to Christian Theology, and CHST-500 Global Christian History will be allowed/encouraged to substitute and advanced Bible, theology, or church history elective.

Continuing Enrollment - Students who are unable to complete MIN-591 within the allotted eight weeks will automatically be enrolled in MIN-595 Thesis/Project Continuation for a ten week continuation. A student may be enrolled in a maximum of two continuations. Failure to complete the course at the end of the second continuation will result in the student receiving a "No Credit" for MIN-591, and the student will be required to repeat MIN-591. A continuation fee applies.

Admission and Graduation Requirements for Wesley Seminary

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Concentration in Children, Youth, and Family Ministry Program of Study

Concentration Courses

CONG-530	Family Ministry for 21st Century Families	3
SPIR-550	Spiritual Life and Leadership	3
PROC-525	Effective Communication With Children And Youth	3
CONG-550	Child and Adolescent Development	3
CONG-540	Programming and Management in Family Ministry	3

Core Courses

MISS-500	Cultural Contexts of Ministry	3
BIBL-500	The Bible as Christian Scripture	3
THEO-500	Introduction to Christian Theology	3
CHST-500	Global Christian History	3
MIN-561	Research Methodology	1
MIN-591	Project	2 to 5
	Electives	6

Subtotal: 0

Concentration in Leadership Program of Study

Concentration Courses

LEAD-540	Non-Profit Management	3
PROC-520	Transformational Communication	3
SPIR-550	Spiritual Life and Leadership	3
LEAD-560	Power, Change, and Conflict Management	3
CONG-520	Building a Multi-Generational Ministry	3

Core Courses

MISS-500	Cultural Contexts of Ministry	3
BIBL-500	The Bible as Christian Scripture	3
THEO-500	Introduction to Christian Theology	3
CHST-500	Global Christian History	3
MIN-561	Research Methodology	1
MIN-591	Project	2 to 5
	Electives	6

Subtotal: 0

MDiv - Ministry

The MDiv is a 75 hour program that provides high quality, accessible, and economical ministerial training for pastors involved in local church ministry. Courses take place in online, blended, and on-site formats. To enroll in the degree, a person must have earned a bachelor's degree and be officially engaged in ministry at least 20 hours a week and connected with a worshipping body of Christian believers with whom they can successfully complete course assignments relating to the local church. Students take

required courses (60 hours) in a carefully sequenced cohort format, but also have 15 hours of elective work. Professors include not only a core seminary faculty, but also draw on the strength of undergraduate faculty from IWU's School of Theology and Ministry, as well as on a cadre of prominent adjunct, affiliate, and visiting faculty who teach various courses each year.

Wesley Seminary at Indiana Wesleyan University strives to promote the following key learning outcomes in the MDiv program. A student who has completed the MDiv should, with graduate-level competency, be able to:

- Relate an informed understanding of relevant theories to a lifelong practice of ministry.
- Faithfully and fruitfully participate in the mission of God, lead a local congregation, facilitate worship, proclaim the word of God, spiritually form a people, and foster healthy interpersonal relationships.
- Delineate and implement a process of positive change and transformation into a holy person in one's personal, spiritual, vocational, congregational, and community life.
- Soundly integrate the Bible, Christian theology, and church history with each other and into the practice of ministry.

The required courses (60 hours) of the Master of Divinity degree are offered in cohort groups that meet weekly online or onsite, in addition to intensive and blended classes, which are often electives (15 hours). Cohort programs take students through a sequence of courses as a group. The core of the MDiv. curriculum consists of six, six-hour praxis courses of 16 weeks each, offered in the Fall and Spring. Each praxis course is further accompanied by a one-hour spiritual formation course. In addition, students take three-hour foundational courses in Bible, theology, church history, and ministry context in an intensive, one week format, along with a three-hour orientation and then capstone intensive courses. An additional 15 hours of elective credits are then needed to complete the 75 hour degree requirement.

Students who have taken equivalent courses in their undergraduate program to BIBL-500 The Bible as Christian Scripture, THEO-500 Introduction to Christian Theology, and CHST-500 Global Christian History will be allowed/encouraged to substitute an advanced Bible, theology, or church history elective, or may apply for Advanced Standing with credit.

MDiv students who wish to take the online versions of BIBL-500, THEO-500, or CHST-500 must have permission from the Dean of Wesley Seminary.

Progression Policy - Students must have completed all core courses before enrolling in MDIV-695. Registration in MDIV-695 will be cancelled for any students who fail to satisfactorily complete all core courses. All requirements for the degree must be completed within ten years of enrollment.

Residency Requirement - The default expectation of the MDiv program is to take at least 24 credit hours of the degree in a face-to-face setting. The student can then take the remainder of the program either online or onsite. Intensive courses are often offered around a weekend of yearly convocation, during which most students and faculty in the program come to campus.

Transfer Credit - A maximum of 27 hours may be transferred from another accredited master's program, provided it falls within seven years prior to admission.

Previous IWU Credit - Courses taken at IWU more than seven years prior to admission or readmission to the Seminary cannot be used to fulfill the requirements for this degree.

Bible Content Exam - Students in the MDiv program must pass the Bible Content exam with a 70% or higher prior to taking SPIR-540 Goal Setting and Accountability. Students who fail to achieve a sufficient score on the exam will be automatically withdrawn from future courses until such time as they pass the exam.

Admission and Graduation Requirements for Wesley Seminary

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M.Div. Program of Study

Foundational Courses

MDIV-500	Pastor, Church & World	3
MISS-500	Cultural Contexts of Ministry	3
BIBL-500	The Bible as Christian Scripture	3
THEO-500	Introduction to Christian Theology	3
CHST-500	Global Christian History	3
MDIV-695	Integration Capstone	3

Praxis Courses

MISS-600	The Missional Church	6
LEAD-600	Congregational Leadership	6
WSHP-600	Christian Worship	6
PROC-600	Christian Proclamation	6
CONG-600	Congregational Spiritual Formation	6
PCRE-600	Congregational Relationships	6

Spiritual Formation

SPIR-500	Spiritual Formation: Change & Transformation	1
SPIR-520	Spiritual Formation: Self Awareness & Appraisal	1
SPIR-540	Spiritual Formation: Goal Setting & Accountability	1
SPIR-560	Spiritual Formation: Mentoring & Spiritual Direction	1
SPIR-570	Spiritual Formation: Personal & Corporate Disciplines	1
SPIR-590	Spiritual Formation: Recovery & Deliverance	1

Electives

	Electives	15
Subtotal: 0		

Total Credit Hours: 75

Courses

ACC - Accounting

ACC 201 - Accounting Principles I (3)

Emphasizes the process of generating and communicating accounting information in the form of financial statements to those outside the organization. No prerequisite.

ACC 202 - Accounting Principles II (3)

Emphasizes the process of producing accounting information for the internal use of a company's management. Prerequisite: ACC-201.

ACC 210 - Using Spreadsheets in Accounting (3)

This course introduces the student to the Microsoft Spreadsheet application. The course provides intensive training in the use of spreadsheets on microcomputers for the accounting profession. The student is taught to automate many of the routine accounting functions. The student will also be taught how to develop spreadsheets for common business functions.

ACC 220 - Payroll Accounting and Taxation (3)

This is a comprehensive payroll course in which federal and state requirements are studied. This includes computation of compensation and withholdings, processing and preparation of paychecks, completing deposits and payroll tax returns, informational returns, and issues relating to identification and compensation of independent contractors. In addition, students will overview electronic commercial systems such as ADP, as well as review the requirements for certification through the American Payroll Association (APA).

ACC 230 - Business Taxation (3)

This course is an introduction to the federal tax system. This includes the basic income tax models, business entity choices, the tax practice environment, income and expense determination, property transactions, and corporate, sole proprietorship, and flow-through entities. In addition, individual and wealth transfer taxes will be overviewed.

ACC 304 - Current Topics in Accounting (1)

A seminar class with the objective of using a current book and/or articles as the basis for discussing new ideas or issues facing the accounting profession. In addition to raising awareness of new ideas and issues, the course requires each student to evaluate the practical application of these new ideas and issues in relation to their discipline. The course may be repeated for a total of 3 hours. Prerequisite: Admission to the Division.

ACC 310 - Accounting Decisions for Managers (3)

During this course students will integrate planning and integrating managerial accounting concepts into tactical and strategic business decisions for controlling purposes. This course will include appraisal of business decisions using the cost volume profit analysis and will integrate managerial accounting concepts, systems, and tools using a biblical perspective.

ACC 311 - Intermediate Financial Accounting I (3)

A study of financial accounting concepts and reporting standards for cash, receivables, inventories, plant assets, intangibles, investments, long-term liabilities, and the statement of cash flows. Pre requisites: ACC-202.

ACC 312 - Intermediate Financial Accounting II (3)

A study of financial accounting concepts and reporting standards for stockholders' equity, leases, current liabilities, revenue recognition, income taxes, pensions, error analysis, and the statement of cash flows. Prerequisites: ACC-311.

ACC 341 - Managerial Cost Accounting I (3)

An examination of the management information needs for effective decision-making and the managerial accounting system designed to meet those needs. Emphasis is placed on cost behavior and the determination of an organization's long-term, total product costs and total service costs for strategic decisions. Prerequisites: Admission to the Division and ACC-202.

ACC 342 - Managerial Cost Accounting II (3)

An examination of the management information needs for effective decision-making and the managerial accounting system designed to meet those needs. Emphasis is placed on control systems and the motivation, measurement, and evaluation of short-term and long-term performance. Prerequisites: Admission to the Division and ACC-341.

ACC 371 - Federal Income Tax I (3)

A comprehensive study of the federal income tax structure as primarily related to individuals. Prerequisites: Admission to the Division and ACC-202.

ACC 372 - Federal Income Tax II (3)

A comprehensive study of the federal income tax structure as related primarily to business returns and related topics, including payroll taxes, estates, and trusts. Prerequisites: Admission to the Division and ACC-371.

ACC 381 - Accounting Practicum (1 to 3)

An opportunity for advanced students to obtain valuable work experience and gain expertise in relating classroom material to actual business endeavor. A professional quality paper analyzing one or more business applications will be prepared under departmental faculty supervision. Prerequisites: Admission to the Division and ACC-312.

ACC 390 - International Business (3)

Prepares student to cope with business decisions and business strategies needed to transact business in a foreign land. The influence of cultural, economic, political, and social differences on decision-making will be explored. In addition, complexities created by differing values and beliefs will be evaluated. How such issues impact an American business in an international setting will be carefully studied. Intercultural credit may be met by successfully completing BUS-390. Prerequisite: Admission to the Division.

Crosslisted as: BUS-390.

ACC 399 - Service Learning (3)

Service-Learning is an educational experience in which students participate in organized service activities that meet identified community and/or university needs. Prerequisite: Admission to the Division.

ACC 410 - Accounting Information Systems (1 to 3)

This course is designed to provide a broad awareness of the concepts of accounting information systems. Topics considered include data integrity, data-flow, information-flow, information technology, and how these items impact managerial decision-making. Prerequisites: Admission to the Division and ACC-311.

ACC 423 - Auditing (3)

Auditing principles and procedures used in the examination of financial statements and the underlying accounting records to express an opinion as to their fairness and consistency. Prerequisites: Admission to the Division and ACC-312.

ACC 430 - Accounting Ethics (3)

Students completing this insightful course will have a comprehensive understanding of and the ability to make ethical and moral decisions involved with the accounting profession. During the course students will explore virtue ethics as a basis for understanding the moral expectations that are foundational principles of successful, professional accountants.

ACC 451 - Advanced Accounting (3)

Advanced topics in accounting, stressing accounting for consolidations, partnerships, and not-for-profit organizations. Prerequisites: Admission to the Division and ACC-312.

ACC 471 - Independent Learning in Accounting (1 to 3)

An opportunity for advanced students to pursue further study in an accounting field of interest in which they have exhausted catalog offerings. Prerequisites: Admission to the Division, Senior Standing, and ACC-312.

ACC 491 - Accounting Information Systems (3)

A capstone accounting course focusing on current issues and special topics. Student-led discussions and presentations, as well as guest speakers, are used extensively in the classroom portion of the course which provides two hours of credit. Students prepare presentations, oral and written, to satisfy the third credit hour. Prerequisite: ACC-423 and ACC-451.

ACC 549 - Financial Statement Preparation and Analysis (3)

This course demonstrates financial statement preparation for proprietorships, Subchapter S corporations, partnerships and selected not-for-profit organizations including healthcare in accordance with Generally Accepted Accounting Principles. Accounting principles and applications relevant to Other Comprehensive Basis Of Accounting (or OCBOA) systems will also be presented.

ACC 552 - Auditing and Fraud Detection (3)

Students will learn the auditing process and applicable auditing standards for non-publicly traded companies. This course covers the Sarbanes Oxley Act of 2002, which requires accuracy and reliability in public disclosures pursuant to securities laws and its impact on internal control and management. Students will learn to identify occupational fraud and financial statement fraud. This course includes a financial statement fraud simulation.

ACC 554 - Business Structure and Taxes (3)

This course reviews applicable tax policy for small business and how selecting the form of business entity can impact on the tax liability. The impact of specific tax regulations on the business will be examined including payroll taxes, employee vs. independent contractor rules and more.

ACC 556 - Accounting Information Systems and Control (3)

This course defines information systems from the perspective of the organizational manager. Students will learn and apply internal controls to the business process and will understand electronic business systems and related internal controls. Various business processes will be presented including: Order Entry/Sales; Billing/Accounts Receivable/Cash Receipts; Purchasing; General Ledger and Business Reporting (financial statements). This course includes an accounting systems simulation.

ACCT - Accounting

ACCT 500 - Critical Thinking and Business Communications for Accountants (3)

Students in this course will learn the critical thinking process and its application to the decision-making that occurs as part of organizational accounting functions. Drawing on their assessment of underlying assumptions, cognitive bias, and organizational barriers, students will increase their collaborative problem-solving and analytical abilities, demonstrate effective communication practices, and explore the use of conventional and contemporary communication tools in informing decision-making in the accounting environment. Biblical principles will be integrated throughout the course.

ACCT 510 - Managerial Accounting (3)

Students in this course study the theory and application of managerial accounting by differentiating product costs as determined through job order versus process costing systems, evaluating managerial decisions using activity based costing, developing optimal sources using a variety of incremental costing and cost-volume-profit tools, and creating operating budgets that support organizational goals. Students will evaluate managerial accounting through the use of standard costing and variance analysis and will integrate Biblical principles into accounting processes and reports. Prerequisite: FINC-525

ACCT 511 - Ethics and Business Law for Accountants (3)

Students in this course will recommend the ethical and professional action in potentially unethical situations, assess the impact of potentially unethical behavior of clients on the services being performed, demonstrate the importance of identifying and adhering to requirements, rules, and standards, and evaluate the economic substance of client transactions through the application of business law. Students will evaluate the legal structure of an entity to determine the implications of applicable laws and regulations on how a business is organized, governed, and operated. A biblical worldview will be integrated into all aspects of accounting reporting and decision-making.

ACCT 512 - Financial Accounting Theory and Issues (3)

Students in this course will integrate financial theory into the practice of financial reporting using the FASB Accounting Standards Codification; prepare consolidated financial statements on the basis of GAAP and IFRS accounting principles;

analyze financial statements including analysis of accounts, variances, trends, and ratios; evaluate assumptions and methods underlying estimates, including fair value measures of financial statement components; design financial statement reports in order to meet regulatory requirements; and determine appropriate accounting treatment for new or unusual transactions. A biblical worldview will be integrated throughout the accounting and financial reporting process.

ACCT 513 - Accounting Information Systems and Control (3)

Students in this course will evaluate the information systems within a business that are used to process and accumulate transactional data; assess the effectiveness of an organization's internal control systems, including system design, controls over data, transaction flow, wireless technology, and internet transmissions; evaluate whether there is appropriate segregation of duties, levels of authorization, and data security in an organization to maintain an appropriate internal control structure; assess data accumulation and information flow through the major cycles of an accounting system; and implement effective internal control systems. A biblical worldview will be integrated throughout the entire course.

ACCT 514 - Advanced Auditing (3)

Students in this course will evaluate the key requirements of the Sarbanes-Oxley Act, integrate auditor and management responsibilities with auditing procedures to meet audit objectives, evaluate internal controls for effectiveness, evaluate financial statements through comprehensive audit procedures including the use of computer aided audit techniques, and create audit reports that fairly and accurately represent the financial status of an organization. A biblical worldview will be integrated throughout all accounting and audit processes.

ACCT 515 - Advanced Tax Theory and Research (3)

Students in this course will apply analytical reasoning tools to assess how taxes affect economic decisions, evaluate the impact of multijurisdictional tax issues on federal taxes, analyze information and identify data relevant for tax purposes, determine alternative tax treatments based on research and write recommendations to optimize client outcomes. A biblical worldview will be integrated into all aspects of accounting reporting and decision-making.

ACCT 516 - Forensic Accounting and Fraud Examination (3)

Students in this course will assess situations for the characteristics of fraudulent activities, evaluate the evidence to determine potential types of fraud within the organization, integrate all evidence to detect and investigate the presence of fraud, and develop the body of evidence, using forensic accounting, required to prosecute the perpetrator. Students will recommend improvements to the internal controls to reduce potential fraudulent activities. A biblical worldview will be integrated throughout the forensic accounting and fraud detection process.

ACCT 517 - Corporate Taxation (3)

Students in this course will evaluate the tax implications and create tax returns for corporations doing business in different legal structures, calculate and assess proper employer withholding taxes and file appropriate returns, and evaluate the impact of depreciation, cost recovery, amortization and depletion on tax liability for single, multi-state corporations, and international corporations. Students will evaluate estate and trust tax liability, determine the liabilities on taxable federal gifts, and assess the tax impact of partial or complete liquidation and disposal of assets. A biblical worldview will be integrated throughout the entire course.

ACCT 520 - Advanced Managerial Accounting (3)

Students in this course study the theory and application of managerial accounting by creating product costing strategies that optimize organizational performance, support internal investment decisions using capital budgeting techniques, and create sourcing and transfer pricing policies using a variety of incremental costing and cost-volume-profit tools. Students will integrate costing activities with operating and cash budgets that support organizational goals and evaluate organizational performance using balanced scorecard and other holistic methods. Biblical and ethical principles will be integrated throughout the course.

ACCT 590 - Accounting Capstone (3)

This course presents opportunities for students to demonstrate an integrated understanding of sound accounting principles, biblical and ethical standards, and best practices in management. Students will complete a previously approved project that involves a product, service, or organizational unit as the focus for development of an accounting system or resolution of an accounting problem. Working in close consultation with the course instructor, students will formulate and defend a plan of action for the identified opportunity or problem and prepare a formal presentation of the completed project. Prerequisite: successful completion of all core courses

ACCT 591 - Accounting Seminar: Governmental and Non-Profit Accounting (3)

Students in this seminar course will review selected current issues in accounting for advanced study which include the unique accounting requirements of governmental and non-profit organizations. As part of this study, students will select financial accounting and reporting methods, prepare comprehensive annual financial reports for governmental and appropriate financial statements for non-profit organizations, together with applicable notes. Students will evaluate assumptions and methods underlying estimates, including fair value measures of financial statement components and determine appropriate accounting treatment for new or unusual transactions used by governmental and non-profit organizations. A Biblical framework will be integrated throughout the course.

ACSI - ACSI Credential Program**00****ACSI ORE - Orientation to the ACSI Credentialing Program (0)**

The Indiana Wesleyan University ACSI Orientation course is designed to provide students with the opportunity to get to know the members of their cohort, to gain understanding of the university structures and policies as they relate to the program, to become acquainted with Indiana Wesleyan University's learning management system, Blackboard, and to gain an understanding of the policies and procedures of both the IWU School of Educational Leadership and the ACSI Credentialing program.

ADC - Addictions Counseling**ADC 202 - Principles of Addictions Counseling (4)**

The course provides an overview of addictions counseling, explores interpersonal and group interaction skills, and enhances personal and professional development as an addictions counselor. Specific content will include personality testing, goal setting, principles of life calling, prioritizing, and time-management. The remainder of the course will address major concepts in addictions counseling balanced by a Christian understanding of the human condition.

ADC 210 - Addictions Theory (3)

This course is intended to introduce the student to the major theories of addiction and compulsive behaviors. Students will consider addictions and case examples from a variety of theoretical perspectives. In addition to the substance addiction, this course will introduce the following topics: eating disorders, sexual compulsivity, and pathological gambling. This course will examine addictions from biological, psychological, social and spiritual domains. Additionally, individual, family, and cultural perspectives will be explored. This course will emphasize familiarity with the current research in the addictions counseling field.

ADC 212 - Psychopharmacology (3)

This course is intended to introduce the student to drug administration, absorption, movement, and drug-receptor interactions. Students will learn the psychoactive properties of each class of psychoactive drugs including the respective withdrawal abstinence syndromes. Students will become familiar with current research in regard to biochemical abnormalities and their proposed role in behavioral disorders. Students will also become familiar with the etiology and treatment of co-occurring disorders. The course will also provide an overview of clinical practice guidelines for treating psychological and substance use disorders, including the use, strengths and limitations of pharmacologic treatments.

ADC 291 - Urban Encounter for the Helping Profession (1)

This course is intended to provide students with an urban, cross-cultural experience as well as exposure to the diversity and universality of human experience and behavior. The experience involves a weekend spent in Chicago touring treatment facilities and cultural sites, completion of pertinent readings prior to the experience, and a final reflection paper. This immersion experience will facilitate a greater understanding of those who are culturally different as well as the complexities associated with racism, poverty, substance dependence, and mental illness. Students will reflect on the impact of this experience in terms of their own personal development, the helping profession, their faith, and sense of life calling.

Crosslisted as: PSY-291.

ADC 310 - Addictions Counseling Skills (3)

This course is designed to familiarize the student with the eight practice dimensions necessary for effective performance as an addictions counselor: clinical evaluation; treatment planning; referral; service coordination; counseling; client, family and community education; documentation; and professional and ethical responsibilities. These dimensions along with their associated 12 core competencies, as defined by the Substance Abuse and Mental Health Services Administration (SAMHSA), are the established national standards for addiction counseling practice. These standards are also utilized by state and national addictions counselor certification/license examinations. In this course, the student will develop entry level knowledge and skills across the eight practice dimensions that will help ready them for entering the addictions counseling field. Considerable emphasis will be placed on evidenced-based practices.

ADC 320 - Theory and Practice of Group Counseling (3)

The course is intended to introduce the student to the basic issues of group therapy and group therapy with substance abusers. Emphasis will be given to understanding the group process, artful group facilitation, and tailoring interventions to work with clients in the various stages of the change process. Students will become familiar with the 11 therapeutic factors as outlined by Yalom. The course will include an experiential component, with all students participating in an actual group experience. Students will develop an understanding of group process issues, group facilitation skills, and the merits of curriculum-based group treatment.

ADC 330 - Counseling Addicted and Dysfunctional Family Systems (3)

The course is intended to familiarize the student with a systems view of substance abuse and family life. Students will compare and contrast individual and systemic orientations to assessments, case conceptualization, and intervention. Students will learn the essential characteristics of working systemically as well as the advantages and disadvantages of this approach. This course will address common relational patterns in substance dependent families, systemic approaches to facilitating change, and recovery as a developmental process. Students will examine the various schools of family therapy and the importance of cultural competence.

ADC 410 - Addictions Seminar (1 to 2)

Addictions Seminar is a seminar for upper-class addictions majors focusing on special topics and current issues in the addictions field. This course is intended to expose students to visiting lecturers or adjunct faculty with clinical expertise in gambling, sexual compulsivity, eating disorders, 12- step recovery, substance abuse prevention, or other areas. Addictions Seminar may be repeated to earn up to four (4) credit hours. This course may be taken by non-ADC majors with the consent of the Addictions Studies Department.

ADC 411 - Addictions Seminar-Prevention (1)

This course will provide the student an understanding of the risk and protective factors for the onset of substance abuse disorders and how these may be targeted in the early intervention activities of preventive counseling and best-practice prevention programming. Program funders and school systems increasingly want services that prevent problems from occurring. Participants in this course will learn the skills needed to be effective in these settings. Participants will learn skills that are applicable at the American Society of Addiction Medicine's Early Intervention level of care (0.5).

ADC 412 - Addictions Seminar-Eating Disorders (1)

This course will examine anorexia nervosa, bulimia nervosa, and compulsive eating by means of classic and contemporary readings in the area, case examples, and class discussions. Students will learn to appreciate the role of biology, learning (cognition), and interpersonal factors in the development and treatment of those with an eating disorder, encompassing cultural, developmental, familial, and spiritual considerations. The complexities of eating disorders, their psychological underpinnings and behavioral features, will be recognized and explored. Students will compare and contrast eating disorders to other addictions.

ADC 413 - Addictions Seminar-Sexual Addictions (1)

This course will examine sexual compulsivity by means of contemporary readings, case examples, and class discussion. Students will examine the role of biological, developmental, interpersonal, cultural, and spiritual factors in the development of and recovery from compulsive sexual behaviors. The course will consider clinical assessment and intervention as well as community supports (self-help). Students will compare and contrast the spectrum of compulsive sexual behaviors with other compulsive syndromes and addiction. The class will examine prevailing sexual attitudes, beliefs, and scripts in the culture at large and the church. Students will gain an appreciation for the sociocultural and psychological issues pertaining to sexual addiction.

ADC 414 - Addictns Seminar-Pathological Gambling (1)

This course will examine pathological and problem gambling by means of contemporary readings, class discussion, and other activities. Students will learn to appreciate the role of biological, developmental, cultural, psychological and spiritual factors in the development and treatment of those with gambling disorders. The complexities of problem gambling behavior will be recognized and explored. Students will compare and contrast the spectrum of problematic gambling behavior with other addictions. Students will become familiar with the recent literature in the area and support offered by Gambler's Anonymous and Gam-Anon.

ADC 458 - Addiction Programs and Professional Development (3)

This course will address contemporary perspectives, interventions, and treatment planning in the addictions field as well as their historical origins. Particular emphasis will be given to evidenced-based and ethical practice as well as work with diverse populations. Students will examine the NAADAC Code of Ethics and explore ethical dilemmas and decision-making. Student will examine evidence-based practices with special populations, including dually-diagnosed clients and those with HIV/AIDS.

ADC 461 - Addictions Counseling Practicum I (2 to 3)

This course is intended to provide the student with practical experience in the area of addictions. Students may be assigned to community organizations providing addictions treatment in order to gain experience in the addictions practice dimensions and core functions. Elements of substance abuse assessment, treatment planning and counseling methods and techniques will be analyzed. Students will also meet weekly in a practicum supervision group to discuss their field placement experiences and the various practice, professional and ethical issues that they encounter. For CAS students, all students, in this section will be assigned to the Behavioral Sciences Counseling Center for this practicum where they will learn, practice and gain proficiency in the essential basic counseling skills needed to successfully engage clients in a collaborative helping relationship. Students will also gain experience in the process of developing and negotiating treatment plans with clients. A total of 50 hours of practice lab experience is required for this course. These counseling skills will provide the foundational skills for the off-site addictions counseling practicum experiences to follow.

ADC 462 - Addictions Counseling Practicum II (2 to 3)

This course is intended to provide the student with practical experience in the area of addictions. Students will be assigned to community organizations providing addictions treatment in order to gain experience in the addictions practice dimensions and core functions. Elements of substance abuse assessment, treatment planning and counseling methods and techniques will be analyzed. Students will also meet weekly in a practicum supervision group to discuss their field placement experiences and the various practice, professional and ethical issues that they encounter. Additionally, students will read and review current research related to professional practice. Each section requires 175 hours at the field placement site. A minimum of 350 cumulative hours is required for program graduates which also meets state and national standards. Students are encouraged to complete the sequence over the course of two semesters.

ADC 463 - Addictions Counseling Practicum III (2 to 3)

This course is intended to provide the student with practical experience in the area of addictions. Students will be assigned to community organizations providing addictions treatment in order to gain experience in the addictions practice dimensions and core functions. Elements of substance abuse assessment, treatment planning and counseling methods and techniques will be analyzed. Students will also meet weekly in a practicum supervision group to discuss their field placement experiences and the various practice, professional and ethical issues that they encounter. Additionally, students will read and review current research related to professional practice. Each section requires 175 hours at the field placement site. A minimum of 350 cumulative hours is required for program graduates which also meets state and national standards. Students are encouraged to complete the sequence over the course of two semesters. CAS students are also required to take the national alcohol and drug counselor's examination in this section.

ADC 464 - Addictions Counseling Practicum IV (2)

This course is intended to provide the student with practical experience in the area of addictions. Students may be assigned to community organizations providing addictions treatment in order to gain experience in the addictions practice dimensions and core functions. Elements of substance abuse assessment, treatment planning and counseling methods and techniques will be analyzed. Students will also meet weekly in a practicum supervision group to discuss their field placement experiences and the various practice, professional and ethical issues that they encounter. For CAS students, all students, in this section will be assigned to the Behavioral Sciences Counseling Center for this practicum where they will learn, practice and gain proficiency in the essential basic counseling skills needed to successfully engage clients in a collaborative helping relationship. Students will also gain experience in the process of developing and negotiating treatment plans with clients. A total of 50 hours of

practice lab experience is required for this course. These counseling skills will provide the foundational skills for the off-site addictions counseling practicum experiences to follow. This course is only available to students in the baccalaureate program.

ADC 488 - Special Topics in Addictions Counseling (1 to 3)

This course covers one or more special topics in Addictions Counseling that is not covered in the normal curriculum. It is always offered with a subheading describing the specific topic(s) to be covered and is repeatable under a different subheading.

Prerequisite: Permission of the instructor.

ADC 540 - Substance Abuse Intervention in Educational Settings (2)

This course is designed to assist professionals in education and social work to recognize distinctive behavior patterns and learning deficits exhibited by students who are victims of substance abuse. The course will examine theoretical and research foundations related to education and substance abuse. It will help participants avoid the pitfalls of mislabeling these patterns and deficits. It will focus on recognition skills and will provide participants with effective intervention strategies.

ADM - Administration

ADM 201 - Principles of Self-Management (2)

This course will focus on group interaction skills and the management of individual and professional priorities. Some of the areas covered will include behavioral style analysis, communication processes within groups, versatility in dealing with supervisors and subordinates, goal setting, prioritizing, and time management.

ADM 310 - Applied Technology for Managers (3)

During this course students will evaluate the manager's role in ensuring best practices for the application of technology in business situations. Students will assess tools and skills with regard to communication, policy, security, management, and technology. Students will apply information technology ethical standards and a biblical perspective to business situations.

ADM 316 - Computers and Information Processing (3)

An introduction to the equipment, techniques, and concepts of information systems processing. Emphasis has been placed on the components of information processing systems and the part each plays in the processing of data.

ADM 320 - Business Statistics (3)

This module helps students analyze and interpret statistical data. Quantitative concepts and basic techniques in research are stressed.

ADM 370 - Economics for Business (3)

An introductory course designed to relate economic theory and current economic events to the problem of effective managerial decision-making.

ADM 372 - Accounting for Managers (4)

This course discusses the use of accounting in the decision making process for managers. This course will discuss the three primary financial statements, the components of the financial statements, financial statement analysis, and managerial accounting concepts.

ADM 400 - Personal and Professional Assessment (3)

The investigation and application of techniques used in personal, professional, and educational assessment. Development of lifelong learning principles; preparation of prior-learning portfolio an optional outcome.

ADM 447 - Business Law (3)

A review of the legal requirements facing business enterprise including bailments, bankruptcy, sales, negotiable instruments, and key points in the development of modern business and commercial law.

ADM 448 - Strategic Planning (3)

Students will develop or improve skills in the critical areas of applied organizational research and managing the planning process with a focus on strategic and operational planning.

ADM 470P - Economics Prerequisite (0)

An introductory course designed to relate economic theory and current economic theory and current economic events to the problem of effective managerial decision-making. Graded on a CR/NC basis.

ADM 471 - Managerial Accounting (4)

The acquisition, analysis, and reporting of accounting information is examined from the perspective of effective management decision-making with special emphasis on the planning and control responsibilities of practicing managers.

ADM 471P - Essentials of Accounting (0)

This not-for-credit course surveys the acquisition, analysis, and reporting of accounting information from the perspective of effective management decision-making. It also touches on the planning and control responsibilities of practicing managers. Graded on a CR/NC basis. Must complete with a grade of "CR" in order to proceed to ADM-514.

ADM 474 - Applied Finance for Business (4)

An overview of the fundamentals of financial administration emphasizing the development of the issues and techniques involved in the cost of capital, capital budgeting, cash budgeting, working capital management, and long-term sources and uses of funds.

ADM 474P - Essentials of Finance (0)

An overview of financial management emphasizing the development of the issues and techniques involved in cost of capital, capital budgeting, cash budgeting, working capital management, and long-term sources and uses of funds. Graded on a CR/NC basis. Must complete with a grade of "CR" in order to proceed to ADM-537.

ADM 495 - Seminar in Business (3)

This course is designed to integrate the content of core courses into an applied management framework. Elements of this course include decision-making in a wide variety of areas based on advanced level case analyses. Substantial reading of various managerial perspectives and applications of those perspectives to the student's work setting is required.

ADM 508 - Business, Analysis, and Technology (3)

This course will provide a brief overview of executive management theory and practice, introduce Microsoft Office software and other tools, and provide orientation to IWU research and resource methods. Topics covered include evaluation of business research sources including information found on the Internet and the use of the APA writing style. Students will take self assessment personality and leadership inventories leading to project team formation. Various subject area assessments will be taken to determine where additional assistance may be helpful.

ADM 510 - Applied Management Concepts (3)

This course expands the overview of executive management theory and practice in the context of a rapidly changing environment. Individual and group assignments will focus upon management and leadership philosophies, the structure, design, and operation of organizations, and the management of individuals within organizations. Using individual and shared experiences, organizational culture, change processes, team building, motivation, decision-making, and diversity will be studied.

ADM 511 - Introduction to Research and Technology (1)

This asynchronous course will prepare the student to use the Internet and the World Wide Web as informational tools to achieve educational goals in the pursuit of lifelong learning. Topics covered include business research sources, integration of traditional research formats with newer formats, copy right issues, MLA writing style, and evaluation of the quality of information found on the World Wide Web.

ADM 514 - Applied Managerial Accounting (4)

A course examining the fundamental systems and procedures of managerial accounting built upon an overview of basic financial accounting principles and conventions. Special attention will be given to the preparation and analysis of financial statements, budgeting, and systems of planning and control.

ADM 514N - Managerial Accounting for Nurse Administrators (3)

A course examining the fundamental systems and procedures of managerial accounting built upon an overview of basic financial accounting principles and conventions practiced in health care management. Special attention will be given to the

preparation and analysis of financial statements, budgeting, and systems of planning and control. This course is only available to students admitted to the MBA/MSN dual degree program.

ADM 515 - Applied Business Statistics (4)

Basic statistical skills for advanced work in the functional areas of business administration, including descriptive statistics, probability and its distributions, sampling, and estimation.

ADM 518 - The Ethical and Legal Environment of Business (4)

The focus of this course is the development of moral leadership in the identification, explication, and resolution of the ethical and legal dilemmas faced by the modern organization. Students will have opportunities to respond to the ethical challenges that managers confront when dealing with legal and regulatory environments of business. Emphasis given to the Christian worldview.

ADM 519 - Methods of Executive Management (4)

This course examines the philosophy and practice of managing organizations and their subunits in the context of a rapidly changing environment. Course focus will be upon management and leadership philosophies, the structure, design, and operation of organizations, and the management of individuals within organizations, to include the human resource process. Topics covered will include organizational culture, change processes, team building, motivation, decision-making, and diversity.

ADM 523 - Advanced Managerial Economics (4)

The application of economic theory to the problems of contemporary management. Emphasis will be given to forecasting, model building, and resource allocation through the application of cases and the shared management experience of participant.

ADM 524 - Managerial Economics (3)

This course provides an overview of economic theory and methods and their application to decision making in contemporary management. Emphasis will be given to forecasting, model building, and resource allocation through the application of cases and the shared management experience of participants.

ADM 534 - Applied Economics (3)

This applied course is designed to further integrate the use of economic theory and the effects of current economic events into the process of solving problems through effective managerial decision-making in the context of the firm and the larger environment in which it operates.

ADM 537 - Applied Managerial Finance (4)

A course examining contemporary finance theory including relevant financial ratios. Emphasis will be given to financial planning, control, and problem solving of various management dilemmas as defined by selected cases.

ADM 537N - Managerial Finance for Nurse Administrators (3)

A course examining contemporary finance theory including relevant financial ratios. Emphasis will be given to financial planning, control, and problem solving of various dilemmas as defined by selected cases that are common in health care management. This course is only available to students admitted to the MBA/MSN dual degree program.

ADM 545 - Organizational Development and Change (3)

A course designed to understand the three change-related dimensions of an organization: strategy, structure, and job performance. Students will address the following issues: delivery of products and services, business outcomes, innovation, implementing change, and leadership development. Current and future trends in organizations will be considered. Students will learn skills to assess the effectiveness of an organization.

ADM 549 - Intercultural and Global Issues (3)

This course examines the management challenges associated with entering markets and maintaining global operations. Topics covered include: comparative economic and political systems, regional trade blocs, forms of foreign business involvement, geographic strategies, and functional management of the global enterprise. Emphasis is given to the mechanics of entering global markets. Case studies are used to identify both unique and universal practices.

ADM 550 - Ethics, Law and Leadership (3)

The focus of this course is the development of moral leadership in the identification, explication, and resolution of the ethical and legal dilemmas faced by the modern organization. Students will have opportunities to respond to the ethical challenges that managers confront when dealing with legal and regulatory environments of business.

ADM 554 - Operations and Strategy (3)

This course includes internal operations analysis, planning and control and logistical considerations including supply/value chain management. Also, it includes a strategic review of planning and alliances and an assessment of organizational policies and the competitive environment needed to acquire sustainable competitive advantage.

ADM 555 - Decision Analysis in Organizations (3)

This course analyzes how managers in business organizations make better decisions. The course is composed of two major sections. The first has to do with individual decisions made in organizations. The second has to do with methods and technologies used in the decision process.

ADM 556 - Production and Operations Management (3)

This course focuses on management approaches to the design, analysis, and control of processes that convert inputs into goods and services. Both quantitative and qualitative management techniques are examined. Emphasis is given to three major topics: process analysis, material management, and quality management.

ADM 557 - Applied Management Project (4)

The management project is designed to demonstrate that the student has developed the ability to integrate a diverse education and several years of practical experience. (Note: Any MBA student who has not satisfactorily completed all prior courses ("C " or better) may not register for ADM-557.)

ADM 557A - Applied Management Project I (1)

The management project is designed to demonstrate that the student has developed the ability to integrate a diverse management education and several years of practical management experience for the purpose of solving a case study management problem of special significance to the student. Presentations are made and written reports are submitted. This course is distributed over the second half of the student's program to allow for development of more complex, reality-based projects.

ADM 557B - Applied Management Project II (1)

A continuation of ADM-557A.

ADM 557C - Applied Management Project III (1)

A continuation of ADM-557A and ADM-557B.

ADM 559 - Management of the Total Enterprise (3)

A business policy course which is designed to integrate MBA course work by requiring the student to apply a diverse repertoire of management education to the analysis and solution of case problems.

ADM 560 - Applied Management Capstone (3)

This course calls individual students to combine their program-wide, MBA case analysis skills, content area knowledge, and application skills with personal experience for success in this final active learning capstone experience.

ADM 561 - Comprehensive Review & Exam (2)

This course is designed to help the student prepare for the Comprehensive Master's Exam. This comprehensive exam gives the student the opportunity to demonstrate competency in all subject areas included in the Master's studies. The course will review the concepts, principles, tools, and practices that students have acquired in prior courses. The course and examination will integrate one's skills and knowledge and require one to apply them to business settings. Successful completion of the Comprehensive Exam is required for this course.

ADM 565 - MIS and E-Business (3)

This course is an overview of the interchange and processing of information using electronic techniques for conducting business within a framework of generally accepted standards and practices. Areas covered include; E Business terminology, the foundations of E Business, why E Business, How managers use Internet technology, retailing, customer service, advertising, managing with the Internet, using Intranets and Extranets, and infrastructure for E Business. Students will begin applying their knowledge of E Business by planning their own website during this course.

ADM 566 - Managing Business Information Systems (3)

This course covers the management of the flow of information and services across the information systems User-Producer interface. It is presented in two separate components, one designed for users of information systems and one designed for the producers of information systems.

ADM 567 - Business and Culture (3)

This course prepares students to deal with the challenges of communication, language, and culture in the global legal, social, and political settings that may vary significantly from that of the parent company.

ADM 569 - Import and Export (3)

This course equips students to initiate and sustain effective exporting and sourcing strategies. It addresses tariffs and duties, shipping, insurance, customs, clearance, bonded warehousing, Incoterms, the use of export management companies, documentation, and regulations.

ADM 575 - Independent Study (1 to 3)

Independent study in the area of business or management. Requires departmental permission.

ADM 580 - History of Management Thought (1)

This course provides an overview of major schools or perspectives of management theory. The focus is upon the disciplinary foundations of management theory as well as the impact of historical context upon the development of management theory. The course also focuses upon the rise of the concept of management as a distinct profession.

ADM 581 - History of International Trade (1)

This course provides the student with a perspective of international trade through the multiple lenses of time, geography, and the social-political systems that created both the fundamental demand and then the supply. Beginning with ancient civilizations and ending with the contemporary globalization, this perspective is essential groundwork for the mastery of international business and international relations. This course relies on observation, explanation, application, mentoring and testing from classic and contemporary readings, case studies, peers, and practicing managers.

ADM 582 - Financial Accountability (3)

This course is intended to present students with basic skills and terminology in financial accountability and then allow them to apply these skills in practical critical thinking exercises, decision situations and other higher levels of learning. Topics include both financial and managerial accounting concepts. The course begins with an understanding of the various financial statements and the basic accounting process. A more in-depth coverage of assets, liabilities, equities, revenues and expenses leads to financial statement analysis. The course transitions into foundational managerial accounting concepts including cost behavior, budgets, performance evaluation, differential analysis and capital budgeting.

ADM 583 - Management for Results (3)

This course focuses on the knowledge and skills needed to grow and sustain performance in an organization, whether a full company, a department, division, or other strategic business unit within an existing organization by getting the right things done through teams of people. It addresses the common management functions of planning, organizing, leading and controlling. The student learns from classic and contemporary reading, case studies, peers, and practicing managers.

ADM 584 - Marketing for Results (3)

This course gives attention to the knowledge and skills needed to manage the marketing function in a 21st century organization. It addresses the common marketing functions of industry and market research, customer research, product and service design, pricing, creating awareness, distribution, and presentation.

ADM 585 - Management of Human Resources (3)

This course examines the knowledge and skills needed to grow and sustain performance in an organization, specifically a human resources department, and includes the relevant issues commonly associated with the study of human behavior in organizations. It addresses the common functions of planning, organizing, training, leading and controlling, specifically targeted within the context of human resources management (HRM).

ADM 586 - International Business (3)

This course gives attention to the knowledge and skills needed to grow and sustain performance in an international business organization, whether a full company, a department, division or other strategic business unit within an existing organization. It addresses the common international business functions of market analysis, exporting, sourcing, direct foreign investment, cross-cultural management.

ADM 587 - International Finance (3)

This course provides the student the knowledge and skills needed to manage the complexities of financing exports, imports and direct foreign investment. Primary topics include the nature or behavior of foreign exchange rates and managing the impacts of exchange rates on short-term and long-term international business activities and performance objectives. The student learns from classic and contemporary readings, case studies, peers, and practicing managers.

ADM 588 - Organizational Strategy (3)

This course equips the students to deal with the complexities of managing entire organizations from the perspective of the executive managers. The students will demonstrate an understanding of the competing demands for limited resources and the challenges of a competitive global marketplace. The Balanced Score Card and sustainable returns will be further analyzed.

ADM 589 - Leadership in Organizations (3)

This course examines the knowledge and skill sets needed to lead people in business organizations. Learning how to build teams, distribute leadership, and develop political acuity and persuasive communication skills are important elements of this course. In addition, understanding one's self, including learning style, values, aspirations, biases, affective skills, strengths and weaknesses and learning to manage emotions under stressful circumstances, are crucial to the development of effective leadership.

00**ADM ORE - Orientation (0)****ART - Art****ART 121 - Drawing I (3)**

This course presents the basic elements of observational drawing: composites and structure, use of line, movement and space. Gain an awareness and confidence to create on paper what your eye sees. For declared majors within the Division of Art.

ART 134 - Introduction to Photography (3)

This course will introduce the basic historical events, visual concepts, and technical methods that allow the beginning photographer to communicate visual impressions more effectively. Instruction will facilitate technical and aesthetic expression through an exploration of the basic tools and techniques of color photography, with emphasis on creative use of current technology, film exposure, and application to electronic media.

ART 170 - Art Appreciation (2 to 3)

A study of the history of art in Western culture from ancient times to the present. Not open to individuals with credit in MUS-180. (Primarily for transfer students who need to complete Humanities Core requirements. Meets either first or second half of the semester.)

ART 221 - Drawing II (3)

This course expands on drawing from observation while exploring techniques in color, dry media, wet media, mixed media and printmaking. Prerequisite: ART-121.

ART 224 - Design I: Two-Dimensional Design (3)

An introductory course dealing with the abstract elements of line, texture, shape, space, color, values, and patterns. Employs basic media techniques and tools with emphasis on craftsmanship.

ART 228 - Metalsmithing I (3)

A study and practice of enameling on brass, copper, and silver. Techniques in silversmithing are learned and developed. Included are castings, wood, silver, and set stones. Prerequisites: ART-221 and ART-324.

ART 230 - Stained Glass I (3)

A course designed to teach the history of stained glass from the 12th century to the contemporary methods of assembling and completing a stained glass panel. Prerequisites: ART-221 and ART-324 or permission of the professor.

ART 238 - Digital Imagery Art (3)

An introductory class in photography designed to provide foundational instruction in digital based photographic imagery. The student will explore the creative and technical aspects of photography as a creative medium. Capture output will be totally digital in format. Prerequisite: ART-121 and ART-224.

ART 239 - History of Photography (3)

An introduction to the history of photography from 1839 to the present. This course will investigate the aesthetic, historical and technical progress of photography since its inception in 1839. Students will be encouraged to establish a historical context with contemporary photographers. The photographic image will be explored as a viable artistic medium for presenting personal creative expression and vision.

ART 241 - Ceramics I (3)

This course is designed to expose the student to the traditional and nontraditional forms of working in clay as applied to slab construction, coil construction, slip casting, extruding, and modeling. Technical information includes clay mixing, glaze formulating, and kiln firing. Prerequisites: ART-221 and ART-324 or permission of the professor.

ART 245 - Composition and Storyboarding (3)

Composition and Storyboarding is a drawing course developed for the student who aspires to produce pre-production visual stories. Prerequisites: ART-121 and ART-224.

ART 246 - Introduction to Interior Design (3)

This course introduces the student to basic interior design principles, theory and conceptual processes. The emphasis is on creating small-scale spaces based on the client's interaction with the environment. Prerequisites: ART-121 and ART-224.

ART 247 - Motion Graphics 1 (3)

Motion Graphics is an introduction to film and motion graphic design and production. Topics addressed in this class include: a brief history of film, conceptualization and preproduction design, technical issues and design concepts pertaining to capture, direction and organizing production, editing and flow/pacing control, and post-production/output. Prerequisites: ART-121, and ART-224.

ART 251 - Sculpture I (3)

An introduction to sculpture including basic techniques, skills, and concepts associated with materials used to create contemporary three-dimensional forms. Prerequisites: ART-221 and ART-324.

ART 253 - Basic AUTOCAD (3)

Graphic presentations are demonstrated introducing AUTOCAD as an industry standard for computer representation of 2 dimensional floor plans. Prerequisite: ART-246.

ART 255 - Batik (3)

A study in various techniques of surface designing, including dyeing and printing on fabrics. Prerequisites: ART-221 and ART-324.

ART 256 - Weaving I (3)

A basic introduction to the fiber arts through knowledge of the loom. Experimentation with fibers and color blending.

ART 260 - Web Design I (3)

Web Design I is to give students the tools to begin designing web pages. This course will focus on the use of current coding standards and development software packages to learn and accelerate the design process. Web Design I will also explore the medium of digital transmission, and the unique social impact this design encompasses. Prerequisites: ART-273 and either CIS-122 or CIS-250.

ART 266 - Printmaking I (3)

An introduction to basic skills of printmaking methods, including woodcut, engraving, intaglio, and lithography. Prerequisites: ART-221 and ART-324.

ART 273 - Introduction to Computer Graphics (3)

This course is designed to introduce students to graphics-oriented computer hardware and software. Emphasis will be on developing competence and familiarity with Macintosh Systems operation, terminologies and components of computerized graphics, and procedures in the creation of typography and illustration. Black-and-white and color systems are used. Prerequisite: ART-221. Co-requisite: ART-324.

ART 275 - Rendering for Interiors (3)

This studio course supports techniques for visual presentation necessary for client design proposals. Hand rendering and digital processes will be explored, practiced and strengthened for professional communication. Prerequisites: ART-121, ART-224, ART-246, and ART-253.

ART 277 - Interior Space Planning (3)

A study of the application of human factors, spatial standards and space planning principles to residential and commercial environments. The student will learn to execute competent space planning of building interiors by integrating the building and interior system, the facilities requirements, the fixtures, furniture and equipment, and the building codes into a unified whole. Prerequisites: ART-121, ART-224, and ART-246.

ART 279 - Building Construction and Systems (3)

This course offers an overview of building construction, including topics such as structural framework, HVAC, environmental issues, water and waste, thermal comfort, electricity and lighting, and fire safety standards applicable to the building envelope using required international building codes. Prerequisites: ART-121, ART-224, and ART-246.

ART 280 - Visual Communications--Graphic Design (3)

Introduction of graphic design as a problem-solving approach to visual communications. Emphasis is placed on learning the process of conveying visual information with meaning and purpose. Prerequisites: ART-221. Co-requisite: ART-324.

ART 281 - Commercial Layout and Design (3)

An introduction to the preparation of graphic design and advertising art for reproduction, including the essentials of art work, boards, rules, type, grounds, and printing production. Prerequisites: ART-238, ART-273, and ART-375.

ART 286 - Critical Theory in Art (3)

Critical Theory in Art addresses trends and developments in contemporary art practice over recent decades; post-structuralism, post-modernism, including theories on semiotics and the sublime that have radically altered the ideas of art from that of pure perceptual realms. This course will explore ways in which theories and ideas have been utilized within specific aspects of visual culture, including strategies of thought, which are crucial in de-constructing, analyzing, and illuminating visual culture as contemporary art. Course topics will focus on key debates that continue to shape the art world since the 1970's. Prerequisite: ART-121.

ART 314 - Documentary Photography (3)

This course will examine the traditional, technical and historical approach to documentary photography and apply these concepts to contemporary society. The photographer will create a body of work reflecting his/her interpretation of specific thematic explorations of that location or environment. A fine art approach to this genre will be fostered through process, execution, lecture and historical comparison. Prerequisite: ART-238.

ART 320 - Introduction to Cartoons (3)

This course will deal with a variety of comic art: gag cartoons, comic strips, political cartoons, and caricatures. The students will encounter ways of developing their own characters as well as experimenting with different techniques of drawing cartoons.

ART 321 - 3D Modeling and Animation I (3)

The first in a two-class progression, this course will explore various elements of computer aided three dimensional design. Students will be presented with three dimensional design theory, history, and an understanding of the tools and techniques used to model, texture, light, and render three dimensional illustrations. Pre-requisites: ART-273 and ART-260.

ART 324 - Design II: Three-Dimensional Design (3)

A series of problems exploring the various elements of design. Problems are introduced to challenge individual interpretation in three-dimensional space. Prerequisite: ART-224.

ART 328 - Metalsmithing II (3)

Advanced metal-forming techniques will be one of the major focuses within this course. Studio assignments will help lead students to an understanding of the ideas which have formed the basis of the new metals movement. Prerequisite: ART-228.

ART 330 - Stained Glass II (3)

An advanced course further developing the techniques of glass assemblage in various forms. Specific techniques covered in a given semester will vary. Prerequisite: ART-230.

ART 331 - Representational Painting (3)

Introduces the student to the communicative possibilities of painting, both as a means of listening and speaking. Students will learn various styles, techniques, creative processes, and critical thinking skills that will prove useful to them in other artistic, academic, or spiritual disciplines. Prerequisite: ART121 or permission of instructor.

ART 332 - Abstract Painting (3)

Encourages students to create with a variety of painting media, supports, and applicators. This course will emphasize creation of abstract and non-objective compositions and will do so in a way that other disciplines will be utilized, referenced, researched, and integrated. Some of the assignments will focus on the integration of knowledge from other domains into the arena of painting. Prerequisite: ART 224 or permission of the instructor.

ART 336 - Contemporary Photo Techniques (3)

Emphasis will be placed upon explorations of photographic vision, technical concerns, aesthetic aspects of photography, and other chemical based processes. Specific techniques covered in a given semester will vary. Prerequisite: ART-314.

ART 343 - Ceramics II (3)

A continuation of Ceramics I with emphasis on wheel throwing, glaze formulas, and firing techniques. Prerequisite: ART-241.

ART 346 - Painting From Life (3)

Focuses on direct, alla prima and plein air methods and techniques while exploring a variety of subjects such as landscape, still life, animal portraiture, and figure paintings. Students will buttress the depth and breadth of their learning by studying the techniques of skillful painters associated with this genre. They will additionally learn skills associated with an economical studio practice such as stretcher and frame building as well as other relevant woodshop skills. Prerequisite: ART 331 or permission of the instructor.

ART 347 - Interior Design II (3)

The study of interior design continues with an emphasis on residential spaces. Research, analysis, programming, conceptualization and design of the interior environment are explored. Projects include individual spaces in homes highlighting visual rendering and perspective drawing. Prerequisites: ART-121, ART-224, ART-246, ART-324.

ART 348 - Interior Materials (3)

This survey course will familiarize the student with materials appropriate for interior design application in the built environment. Prerequisite: ART-246.

ART 351 - Sculpture II (3)

This course develops the integration of sculpture through conceptual, aesthetic, and technical investigations into advanced sculptural processes and issues, in addition to technical demonstrations. Prerequisite: ART-251.

ART 354 - Interior Design III (3)

This studio course continues the study of interior design by examining commercial environments in terms of programming, mechanical and code requirements. Projects utilize lighting, color, materials, and structure through working drawings, specification and estimating. The human relationship to the work environment is explored. Prerequisites: ART-121, ART-224, ART-246, ART-324, ART-347.

ART 356 - Weaving II (3)

This advanced course is a continuation into multi-harness weaving and construction weaving to develop a personal statement. Specific techniques covered in a given semester will vary. Prerequisite: ART-256.

ART 357 - Graphic Presentation for Interiors (3)

The continuation of computer aided design expanding the spectrum of use from 2 dimensional design to 3 dimensional design. The student will learn advanced massing elements, architectural constructs and project management. Prerequisite: ART-121, ART-224, ART-246, ART-324, ART-347.

ART 366 - Printmaking II (3)

A continuation and specialization of skills in a specific area of printmaking. Prerequisites: ART-221 and ART-266.

ART 371 - Art for Elementary Teachers (3)

A course designed to acquaint the elementary major with many methods of teaching art in the public school. It includes teaching techniques and skills in handling the various art materials suitable for the elementary school classroom. A strong emphasis is placed on correlating art into the other elementary subjects.

ART 371P - Elementary Art Practicum (1)

This course provides a practicum experience for K-12 art education majors in elementary-level classrooms in public or private schools. Students will observe an experienced elementary art teacher who will serve as the supervising teacher for the experience. Students will teach a minimum of 3 lessons in the elementary art classroom, and will be observed and evaluated by both IWU art and education faculty. Graded as a Credit/No Credit class. Co-requisite: ART-371. Permission of the Division of Education to take this course in conjunction with EDU-382C.

ART 374 - Illustration I (3)

This course is an exploration of the concepts and techniques involved in producing illustration as a means of mass communication. Students will gain experience with a wide range of materials and learn to interpret subject matter using both traditional and contemporary approaches. Prerequisites: ART-245 and ART-324.

ART 375 - Typography (3)

This course emphasizes the importance of typography in the design process and focuses on providing the student with the digital tools and techniques necessary to achieve professional typographic solutions. Students will learn to incorporate the basic principles of typography with the essential technical skills necessary to achieve success in graphic design and advertising. Prerequisite: ART-373.

ART 379 - Color Theory (3)

Color Theory emphasizes an understanding of the physical, emotional and psychological aspects of color. How color is used in visual communication and media is also studied. Color as a visual language is explored through conceptual, practical and problem solving methods. Prerequisites: ART-224.

ART 380 - The History of American Illustration (3)

The history of American Illustration is a course developed for the student who aspires to study the history of illustration and its influence upon an American audience. This course is an exploration into the lives of illustrators and their paintings from the Civil War period to the major artistic influences of today. Prerequisites: ART-245.

ART 381 - Art History I (3)

Prehistory and the Ancient World through the Middle Ages. This course uses lecture, slides, and field trips to thoroughly understand the development of art during these periods. Prerequisite: MUS-180.

ART 382 - Art History II (3)

The Renaissance and the Baroque through the Modern World. This course uses lectures, slides, and field trips to better understand the continuing development of art to our present time. Prerequisite: MUS-180.

ART 383 - Early Renaissance (3)

Painting, sculpture, and architecture from the 13th century to the 16th century with special emphasis on the Early Renaissance in Italy. Prerequisite: MUS-180.

ART 384 - High Renaissance (3)

An in-depth study of the climax of art in Italy (1495-1520) and its influence in other countries of Europe. Prerequisite: MUS-180.

ART 385 - Baroque Art (3)

Study of the impact of the Reformation and Baroque influence on European art from 1580 to 1720. Prerequisite: MUS-180.

ART 386 - Impressionism (3)

Painting and sculpture of the Nineteenth Century with special emphasis on French Impressionism. Prerequisite: MUS-180.

ART 387 - Modern Art (3)

Survey of international art from post-Impressionism to the present time, including architecture, sculpture, and painting. Prerequisite: MUS-180.

ART 392 - Special Topics in Art (1 to 3)

This course is intended to help art majors synthesize, integrate and apply their understanding of current trends and critical issues within the field of art. It provides an in-depth exploration of various topics of current interest and relevance to art and artists, and will deepen the understanding and application of issues presented in the art major core curriculum. Prerequisite: Permission of the instructor.

ART 421 - 3D Modeling and Animation II (3)

This course builds upon information introduced in 3D Modeling and Animation I will allow students to develop their techniques and propose a design brief, with the goal of producing a culminate final project. Advanced animation, rendering, and interactive topics will be addressed, including digital set extensions, match moving, motion capture, and character animation. Prerequisites: ART-273, ART-247, and ART-321.

ART 424 - Product Photography (3)

This is an advanced level class that addresses the use of professional equipment in both studio and location applications. Students will learn how to analyze light and successfully photograph products for commercial and advertising venues. Prerequisite: ART-434.

ART 430 - Stained Glass III (3)

An exploration in techniques dealing with flashing, slump, multi-layering, and assembling will be explored in this advanced class. Prerequisite: ART-330.

ART 431 - Contemporary Painting Techniques (3)

Provides an arena where students can grapple with contemporary issues surrounding painting. Students will investigate what contemporary painters have done, are doing, and they will critique these with worded and painted responses. Artistic output from this class will be largely non-traditional, varied, and experimental, and will align competent form to conscientious content. Prerequisites: ART-331, ART-332, ART-286 or permission of the professor.

ART 434 - Digital Photography (3)

A course designed to introduce digital photography to the traditional photography and graphic design student. This course will instruct students in the manipulation, retouching, and enhancing capabilities of powerful software programs. Students will be capable of bringing images in through film and flatbed scanners as well as digital capture. Prerequisite: ART-238.

ART 435 - Photo Illustration and Lighting Techniques (3)

An advanced studio based course that will concentrate on portrait and professional lighting techniques. Students will gain experience with portable and studio lighting systems. Emphasis will be placed on preparing students to photograph for consumer and commercial applications within various conditions and locations. Prerequisites: ART-434.

ART 436 - Computer Illustration (3)

This course covers illustration techniques using the computer. Students will learn how to explore, adapt, and create new techniques using the industry's most used and current software. Prerequisite: ART-434.

ART 437 - Web Design (3)

This is a course that will give the art students the ability to apply their talents to web design. Students will become proficient in the use of HTML coding and the use of industry standard and professional software authoring programs. The primary focus of this course will be to prepare fine art students for web based graphic design for Internet or Intranet. Prerequisite: ART-434.

ART 441 - Ceramics III (3)

A continued development, exploration, and practical application of technologic and aesthetic concepts that relate to a personal direction and a focusing area of concentration. Prerequisites: ART-241 and ART-343 or permission of the professor. May be repeated two times.

ART 442 - Ceramics IV (3)

This is a flexible, self-directed seminar/portfolio course designed for the advanced ceramics major who intends to further his/her studies in clay. The course work allows the student to develop a style and body of work focused on his/her personal direction in clay. This course allows the student maximum freedom to define and develop directions in personal artistic growth and evolution while receiving guidance and criticism from the faculty member. Prerequisite: ART-441.

ART 446 - Portrait Painting (3)

Portrait Painting is a course that emphasizes the human face and figure. Painting from life, direct studies, photographs or other research is integral but other methods may be explored. Studying portrait painting through both a historical and contemporary lens will also be an important form of research for this course. Prerequisite: ART-331.

ART 452 - Evolution of Interiors (3)

This course offers a chronological survey of interiors from antiquity to present day with reference to interior and architectural style including furniture, color, designers and their influence on current day trends. Prerequisites: ART-121, ART-224.

ART 456 - Weaving III (3)

This course is for the advanced weaver to develop skills in patterns, double-layer weaving, and yardage for wearables. Prerequisite: ART-356.

ART 458 - Fine Art Photography (3)

This course will introduce students to conceptual assignments, contemporary issues and key debates about critical theory in photography. Emphasis will be placed on preparing students and their portfolios for entrance into graduate photography programs and expand personal vision. Prerequisite: ART-336.

ART 459 - Interior Design IV (3)

A senior level advanced studio course with complex projects involving extensive client demands. High creativity and design achieved using programming, universal design, and sustainability. Prerequisites: ART-354 and ART-357.

ART 460 - Web Design II (3)

The second in a two part progression, topics include advanced page design, complex user interaction, and mixed-media web environments, with the goal of equipping students with the tools to create dynamic and exciting Web designs. Special focus

will be given to the social/ethical aspects of web design, and analysis of current events/techniques in web development. Prerequisite: ART-273 and ART-260.

ART 465 - Interactive Design (3)

Interactive Design focuses on the elements of designing interactive environments and issues encompassing the ramifications of viewer interaction. Human interaction and heuristic theory will be addressed, as well as usability and accessibility. Media will range from purely digital to mixed media as students create projects where the focus is interactivity. Prerequisites: ART-260 and ART-273

ART 466 - Printmaking III (3)

Advanced processes in stone and metal plate lithography are introduced and explored in depth. Silk-screen printing covers direct and indirect stencil techniques, with emphasis on large-scale color work. A high level of technical competence will be expected and should be demonstrated throughout this course. Prerequisite: ART-366.

ART 473 - Advanced Graphics (3)

An advanced course that will build upon the student's initial experience with computers in computer graphics and digital photography. Students will use and integrate several computer graphic programs currently used in the computer design field. Emphasis will be placed on preparing students and their portfolios for entrance into the computer design field. Prerequisites: ART-273, ART-281, and ART-434.

ART 474 - Illustration II (3)

An advanced course that will challenge technical proficiency, enhance conceptual abilities, and strengthen visual communication skills. This course will endeavor to strengthen a signature style and incorporate a technique that will survive in the marketplace of commercial illustration. The final result of the course and the student's efforts will ideally produce a portfolio that communicates a high level of professional skill. Prerequisites: ART-245 and ART-374 or permission of the professor.

ART 475 - Independent Learning in Art (1 to 3)

Individually arranged studio work and research for upper-class majors. Prerequisite: Satisfactory completion of required courses listed in the catalog.

ART 476 - Art Enrichment (3)

Includes trips to surrounding cities and states and to foreign countries to see spectacular pieces of art, sculpture, and architecture. An in-depth study of museums, churches, and cultural atmosphere of the country. Course satisfies intercultural studies requirement. May be repeated.

ART 477 - Thematic Illustration III (3)

This course is developed for the student who aspires to apply the sequential process of story-telling through the format of children's literature. The course will expose the aspiring illustrator to the pattern and rhythm of communicating a central theme. Thematic illustration is a research-based class which will immerse the student into the process of developing an image from the primitive sketch to the final image. Prerequisites: ART-474.

ART 478 - Art Internship (3 to 9)

As an alternative course selection, the Art Internship provides Art majors an opportunity for directed study in art with a professional agency. The purpose of the internship is to provide awareness and understanding of art in the professional studio/agency and/or the art process through observation and participation. Enrollment in the course requires the approval of the faculty student advisor and the Department Chairperson; the course may be repeated. Based on individual academic program and career objectives, the internship student will be placed with an appropriate professional agency or studio. Since the number and variety of participating professionals is limited, students are encouraged to make contact with the desired agency/studio well in advance of the internship semester.

ART 481 - Studio Practicum (1 to 3)

This is a portfolio development course for presentations to graduate school or galleries. This course is intended for painting or studio majors who plan to make their art a career. Students will be introduced to all the basics of running their own studio and what may be required to enter and succeed in a graduate school studio program. Prerequisites: ART-331, ART-332 and either ART-346 or ART-431.

ART 490 - Senior Exhibit - Art (0 to 2)

During the senior year, each student is required to schedule an exhibit of the best of his work of his four years of university study. Art education majors may not schedule senior exhibits during the semester when student teaching occurs.

ART 491 - Senior Portfolio (3)

Senior Portfolio is a course designed to provide leadership principles, business ethics and creative objectives necessary to confront the inevitable shift from academic life to that of a committed professional. The student will be instructed to reflect, appraise and seamlessly incorporate their academic experience into a visionary business strategy. Requirement: to be taken during senior semester.

ART 492 - Interior Design Portfolio and Professional Practices (3)

An exiting course preparing the graduating senior for the professional practice of interior design. Business documents along with a business identity package and portfolio will be completed to prepare for job interviews in the design field. Internships are optional but highly recommended. Prerequisite: ART-459.

ATR - Athletic Training

ATR 195 - Introduction to Athletic Training (2)

An introduction into the field of athletic training with attention to the six major practice domains of Certified Athletic Trainers (AT) and foundational behaviors of professional practice.

ATR 196 - Athletic Training Clinical Education Experience I (1)

Provides the rationale for the use of taping and wrapping in athletics, as well as practical experience in applying commonly used taping and wrapping techniques. To be taken in conjunction with ATR-195. Fee assessed for taping materials. This clinical course is taken during prospective athletic training students direct observation clinical rotations. Formal evaluation of student performance during the clinical rotation will occur at the conclusion of the course. Instructor permission only.

ATR 197 - Athletic Training Clinical Education Experience II (1)

Provides instruction into the development of an Emergency Action Plan and process, universal precautions, and advanced emergency care of athletic injuries. This clinical course is taken during prospective athletic training students direct observation clinical rotations. Formal evaluation of student performance during the clinical rotation will occur at the conclusion of the course. Prerequisite: Instructor permission only.

ATR 199 - Athletic Training Practicum I (1)

Overview of the history of the National Athletic Trainers' Association, the qualifications and general job responsibilities of a Certified Athletic Trainer (AT), different employment settings, BOC exam requirements, maintaining professional certification and credentials, etc. Practicum I requires a minimum of 42 clinical hours with a formal evaluation of student performance during hour acquisition at the conclusion of the course. Accumulated hours can be used for a prospective athletic training student's application to the athletic training education program. Prerequisite: Instructor permission only.

ATR 220 - Therapeutic Modalities (3)

Familiarizes the athletic training student with contemporary physical modalities, therapeutic interventions of acute injuries, appropriate physiology, indications, contraindications, uses, and methods of applications. Prerequisite: Instructor permission only.

ATR 225 - Lower Extremity Evaluation and Assessment (2)

An in-depth study of the lower extremity, focuses on the development of clinical evaluation and assessment techniques. Prerequisite: Instructor permission only.

ATR 226 - Upper Extremity Evaluation and Assessment (2)

An in-depth study of the upper extremity, focuses on the development of clinical evaluation and assessment techniques. Prerequisite: Instructor permission only.

ATR 231 - Advanced Athletic Training (2)

An overview of signs and symptoms of athletic injuries as well as an introduction to clinical decision making through evidence-based practice.

ATR 250 - Muscle Testing and Joint Measurement (3)

This course is designed to provide a structure opportunity for students to become knowledgeable in the analysis of osteokinematics and arthrokinematics. Upon completion, students will understand the indications, contraindications, and application of passive, active, resisted range of motion testing as it pertains to joint evaluation. An emphasis will be placed on clinical skills including palpation, reflex testing, manual muscle testing, goniometry, muscle length testing, distinguishing between healthy and dysfunctional joint range of motion, and gait evaluation as it pertains to Athletic Training. The student will participate in a clinical surgical observation rotation during this course. Prerequisite: BIO-111

ATR 296 - Athletic Training Clinical Education Experience III (1)

Provides the athletic training student the opportunity to put into practice the theory and practical skills of lower extremity evaluation and assessment. This clinical course is taken during athletic training students upper or lower extremity clinical rotations. Formal evaluation of student performance during the clinical rotation will occur at the conclusion of the course. Prerequisite: Instructor permission only.

ATR 297 - Athletic Training Clinical Education Experience IV (1)

Provides the athletic training student the opportunity to put into practice the theory and practical skills of upper extremity evaluation and diagnosis. This clinical course is taken during athletic training students upper or lower extremity clinical rotations. Formal evaluation of student performance during the clinical rotation will occur at the conclusion of the course. Prerequisite: Instructor permission only.

ATR 299 - Athletic Training Practicum II (1)

Focuses on disease, disabilities and factors (congenital or acquired) as it relates to an athletes ability to participate in activity. Topics will include, but not be limited to, epilepsy, asthma, loss of extremities, preadolescents and senior athletes, diabetes, skin conditions, etc. Practicum II requires a minimum of 42 clinical hours that are part of the athletic training students general medical clinical rotation. Formal evaluation of student performance during hour acquisition will occur at the conclusion of the course. Prerequisite: Instructor permission only.

ATR 320 - Special Topics Seminar in Athletic Training (1)

This special topics seminar is designed to discuss and research professionally-related issues and concepts of athletic training. Topics are presented by allied health care professionals including, but not limited to, physical therapists, nurses, massage therapists, dentists, etc. Prerequisite: Permission of the department.

ATR 331 - Therapeutic Exercise and Rehabilitation (3)

Presents treatment theories and techniques necessary in the planning and implementation of therapeutic exercise for prevention and recovery of athletic injuries and/or care of the athlete. Prerequisite: Instructor permission only.

ATR 332 - Therapeutic Exercise and Rehabilitation I (2)

This course is designed to teach the athletic training student current principles and rationale in designing therapeutic exercise and rehabilitation programs. Prerequisites: BIO-111 and BIO-112.

ATR 333 - Therapeutic Exercise and Rehabilitation II (2)

This course is designed to teach the athletic training student how to apply current techniques in therapeutic exercise and rehabilitation as well as utilize technology and equipment that can aid in the recovery of musculoskeletal injuries, conditions and various surgical procedures. Prerequisites: BIO-111 and BIO-112.

ATR 350 - Seminar in Athletic Training (1)

Series of professional topics relating to athletic training, involving problem solving, and arranged readings and presentations. Prerequisite: Permission of instructor.

ATR 396 - Athletic Training Clinical Education Experience V (1)

Provides the athletic training student the opportunity to put into practice the theory and practical skills of therapeutic modalities, and application and design of protocols learned in the classroom. This clinical course is taken during athletic

training students upper or lower extremity clinical rotations. Formal evaluation of student performance during the clinical rotation will occur at the conclusion of the course. Prerequisite: Permission of instructor.

ATR 397 - Athletic Training Clinical Education Experience Vi (1)

Provides the athletic training student the opportunity to put into practice the theory and practical skills of rehabilitation protocols; and design of strength and conditioning programs. This clinical course is taken during athletic training students upper or lower extremity clinical rotations. Formal evaluation of student performance during the clinical rotation will occur at the conclusion of the course. Prerequisite: Permission of instructor.

ATR 399 - Athletic Training Practicum III (1)

Focuses on all aspects of prevention as it relates, but not limited, to athletic injuries and conditions, liability/legal issues, and facility/equipment issues. Practicum III requires a minimum of 42 clinical hours that are part of the athletic training students equipment intensive clinical rotation. Formal evaluation of student performance during hour acquisition will occur at the conclusion of the course. Prerequisite: Instructor permission only.

ATR 410 - Athletic Training and Sports Medicine Internship (1 to 4)

This internship is designed to be an on-site experience with an approved organization/association that offers the student an in-depth exposure to one or several settings of athletic training. It is anticipated that the student will experience knowledge and clinical skills in the practice domains of prevention, clinical examination and diagnosis, treatment and rehabilitation and health care administration. Site placement will be coordinated with the course instructor.

ATR 431 - Evaluation/Recognition of Injuries/Cond Athletic Injuries (2)

An in-depth study of recognition and management techniques used in the field of sports medicine for musculoskeletal, internal, systemic, and environmental injuries and conditions. Prerequisite: Instructor permission only.

ATR 440 - Pharmacology for the Athletic Trainer (2)

This course is designed to guide the athletic training student in the recognition of commonly prescribed medications used by the physically active. Basic information will be presented including effects on exercise and other physiological effects of various types of medications. Use of nutritional supplementation and ergogenic aids, including current NCAA and USOC status, is also addressed. Prerequisite: Instructor permission only.

ATR 450 - Senior Seminar in Sports Medicine (2)

This course is designed to prepare the athletic training student for the Board of Certification Examination. The student will be advised on current test taking strategies and job placement preparation. Prerequisite: Instructor permission only.

ATR 492 - Administration of Athletic Training (2)

In-depth study of administrative issues affecting the athletic trainer such as budget designs, facility planning, legal aspects of sports medicine, drug testing/drug evaluation, health care administration, and professional development and responsibility. Prerequisite: Instructor permission only.

ATR 495 - Athletic Training Practicum IV (1)

Introduction to various areas of health professions research, the development of a research proposal and project, and case study/published journal critiques. Practicum IV requires a minimum of 42 clinical hours that are part of the athletic training students research study. Formal evaluation of student performance during hour acquisition will occur at the conclusion of the course. Prerequisite: Instructor permission only.

ATR 496 - Athletic Training Clinical Education Experience Vii (1)

Provides the student the opportunity to put into practice the theory and practical skills of fitting, fabricating and using protective equipment and devices. This clinical course is taken during athletic training students upper or lower extremity clinical rotations. Formal evaluation of student performance during the clinical rotation will occur at the conclusion of the course. Prerequisite: Permission of instructor.

ATR 497 - Athletic Training Clinical Education Experience Viii (1)

Provides the athletic training student the opportunity to put into practice the theory and practical skills relating to counseling and ethical considerations in athletic training. This course will also discuss and research professionally-related issues and concepts in the health care field. Topics are presented by allied health care professionals including, but not limited to, physical

therapists, nurse practitioners, massage therapists, dentists, physicians, etc. This clinical course is taken during athletic training students upper or lower extremity clinical rotations. Formal evaluation of student performance during the clinical rotation will occur at the conclusion of the course. Prerequisite: Permission of instructor.

ATR 501 - Athletic Training Clinical Education: Experience I (1)

This course is designed to acquaint the student with the principles and techniques used with prophylactic taping and bracing to protect and/or prevent orthopedic and athletic injuries.

ATR 502 - Athletic Training Clinical Education: Experience II (1)

This course is designed to equip the athletic training student with the necessary skills needed to handle an emergency, life-threatening situation and administer care as a professional rescuer.

ATR 510 - Preventative Strategies and Emergency Management (3)

This course will introduce the athletic training student to a wide array of clinical techniques as it relates to prevention of athletic injuries and conditions. The course will explore prophylactic equipment considerations, and preventative maintenance of health care facilities as well as athletic venues of sport participation.

ATR 515 - Introduction to Evidence Based Interventions and Interpretation (1)

This course will instruct the student on methods to incorporate evidence-based medicine into their daily practice. Scientific (research), practical (clinical), and outcomes assessment resources will be reviewed to reinforce and promote effective clinical judgment.

ATR 520 - Orthopedic Evaluation and Diagnosis I (3)

An in-depth study of the lower extremity, focusing on the development of clinical evaluation and assessment techniques to enable the student to recognize, evaluate and diagnose common lower extremity orthopedic and athletic injuries. Students will engage in the use of manual muscle testing, ROM assessment, neurological testing and structural integrity tests to improve their injury evaluation skills.

ATR 520L - Orthopedic Evaluation and Diagnosis I Lab (1)

This course is designed to give the athletic training student the opportunity to put into practice the theory behind the evaluation and diagnosis of common lower extremity orthopedic and athletic injuries.

ATR 521 - Orthopedic Evaluation and Diagnosis II (3)

An in-depth study of the upper extremity, focusing on the development of clinical evaluation and assessment techniques to enable the student to recognize, evaluate and diagnose common upper extremity orthopedic and athletic injuries. Students will engage in the use of manual muscle testing, ROM assessment, neurological testing and structural integrity tests to improve their injury evaluation skills.

ATR 521L - Orthopedic Evaluation and Diagnosis II Lab (1)

This course is designed to give the athletic training student the opportunity to put into practice the theory behind the evaluation and diagnosis of common upper extremity orthopedic and athletic injuries.

ATR 525 - Therapeutic Interventions I: Physical Agent Modalities (3)

This course familiarizes the student with contemporary physical agent modalities and their use in the treatment of acute and chronic injuries. Students will learn to apply their knowledge in anatomy and physiology in the selection of modalities that best complement healing for various pathologies. Students will learn indications, contraindications, uses, and methods of applications for each modality covered.

ATR 525L - Therapeutic Interventions I: Physical Agent Modalities Lab (1)

This course is designed to give the athletic training student the opportunity to put into practice the theory behind therapeutic modality interventions.

ATR 531 - General Medical Conditions And Nomenclature (3)

An in-depth study of recognition and management techniques use in the field of sports medicine for musculoskeletal, internal, systemic, and environmental injuries and conditions. Focuses on disease, disabilities and factors (congenital or acquired) as it relates to an athlete's ability to participate in activity.

ATR 560 - Advanced Prevention and Emergency Management Techniques (3)

This course is designed to educate the post-professional certified athletic trainer on the use of advanced emergency care and life-support techniques.

ATR 565 - Advanced Evidence Based Medicine (3)

This course is designed to enhance and develop the post-professional certified athletic trainer's logical thinking, critical analysis, problem solving and creativity, reasoning proficiency, argument analysis, and professional writing skills. The student develops and applies skills in the areas of locating, understanding, and critiquing information in the practice of AT. The students apply literature searches and inquiry skills to evaluate the quality of research relevant to a variety of patient populations across the life span.

ATR 570 - Leadership and Management in Athletic Training (3)

This course is designed to enhance and develop the post-professional certified athletic trainer's healthcare leadership and management skills needed to lead in educational and clinical settings of athletic training.

ATR 575 - Athletic Training Clinical Anatomy (3)

This course will provide students a comprehensive study of the human body and its related function. Students will learn human anatomy as it relates to function through the study of bones, cadaver dissection, models, medical imaging, atlas drawings, and their own bodies. Clinical correlations will be presented relating the anatomical structures discussed to clinical practice.

ATR 580 - Athletic Training Research I (3)

This course is designed to guide post-professional athletic training students through the research process. Coursework will focus on development of a research idea, building the literature review, identifying a rationale for a research project, and writing the methods and analysis sections.

ATR 585 - Advanced Psychosocial Issues in Athletic Training (3)

This course is designed to teach the post-professional athletic training student current advanced psychosocial issues that will be prevalent within traditional and non-traditional athletic training settings. Examination of psychosocial issues in regard to sport, exercise, and injury will be evaluated.

ATR 590 - Athletic Training Research II (3)

This course is designed to train post-professional athletic training students in the conduct of a systematic literature review and developing the skills to conduct a review built on the framework of evidence-based practice. This course combines didactic sessions with substantial work to create a systematic literature review. Students will be taught how to perform each step in a review and will then be expected to apply it to a topic of their choosing.

ATR 595 - Nutritional and Pharmacological Aspects of Sport Performance (3)

This course is designed to educate the post-professional athletic training student with an in-depth study of the effectiveness of nutritional and pharmacological agents upon sport and exercise performance. Additionally, critical thinking will allow students to develop an appropriate analysis of governing regulations along with cultivating ethical considerations of common scenarios for the athletic trainer.

ATR 599 - Research Capstone Seminar (3)

This course is designed to teach the athletic training student current advanced psychosocial issues that will be prevalent within traditional and non-traditional athletic training settings. Examination of psychological implications in regard to sport, exercise, and injury.

ATR 601 - Athletic Training Clinical Education: Experience III (1)

This course will provide the student with opportunity to evaluate and assess both lower and upper extremity injuries. Additionally, the student will devise a care plan to include the use of therapeutic modalities and rehabilitation skills.

ATR 602 - Athletic Training Clinical Education: Experience IV (1)

This course will provide the athletic training student the opportunity to understand and appreciate the interconnectedness of health care providers in the care of athletes. This course will discuss and research interprofessional related issues and concepts in the health care field. Topics will be presented by a wide range of health care professionals including, but not limited to, physical therapists, nurse practitioners, massage therapists, dentists, physicians, etc.

ATR 610 - Athletic Training Practicum (2)

This practicum/internship is designed to be an on-site experience with an approved organization/association that offers the student an in-depth exposure to one or several health care settings of athletic training. It is anticipated that the student will experience knowledge and clinical skills in the practice domains of prevention, clinical examination and diagnosis, treatment, rehabilitation and health care administration. Site placement will be coordinated with the course instructor.

ATR 625 - Psychosocial Issues in Athletic Training Clinical Intervention (3)

This course is designed to teach the athletic training student current principles and rationale in the fields of health and sport psychology. Examination of psychological implications in regards to sport, exercise, and injury.

ATR 635 - Therapeutic Interventions Ii: Rehabilitative Exercise (3)

This course is designed to teach the athletic training student current principles and rationale in the design and application of therapeutic exercise and rehabilitation programs. Students will integrate their understanding of technology and therapeutic exercise equipment which can aid in the recovery of musculoskeletal injuries, conditions, and various surgical procedures.

ATR 635L - Therapeutic Interventions Ii: Rehabilitative Exercise Lab (1)

This course is designed to give the athletic training student the opportunity to put into practice the theory behind therapeutic exercise and rehabilitation programs.

ATR 640 - Therapeutic Interventions Iii: Pharmacology (3)

This course is designed to acquaint the athletic training student with many of the medications used in the treatment of athletic injuries and conditions as well as supplements and the other drugs that may be used by athletes as well as other active individuals.

ATR 650 - Seminar in Sport Medicine (3)

This course is designed to prepare the athletic training student for the Board of Certification Examinations. This course will present strategies for successful completion of the computer based examination. At no time will students be given direct information about actual exam content. The student will systematically progress through demonstration of mastery of the 8 content areas of current competencies as published by the NATA.

ATR 654 - Theory and Application of Strength and Conditioning of Athletes (3)

This course is designed to introduce students to the principles of strength and conditioning to assist them in the design of strength and conditioning programs.

ATR 654L - Theory and Application of Strength and Conditioning of Athletes Lab (1)

This course is designed to give the athletic training student the opportunity to put into practice the theory behind strength and conditioning program design.

ATR 692 - Health Care Administration in Athletic Training (3)

This course is designed to acquaint the athletic training student with administrative and managerial aspects of health care and how they overlap in the practice of athletic training.

BADM - Business Administration

BADM 590 - Business Administration Capstone (3)

This course presents opportunities for students to demonstrate an integrated understanding of sound principles, biblical and ethical standards, and best practices in business administration. Students will complete a previously approved project that involves a product, service, or organizational unit as the focus resolving a problem or capitalizing on an opportunity. Working in close consultation with the course instructor, students will formulate and defend a plan of action for the identified problem or opportunity and prepare a formal presentation of the completed project. Prerequisite: successful completion of all core courses

BIB - Bible Lit-Taylor Co-op ACSI

BIB 501 - Introduction to the Old Testament (3)

This course is designed to provide learners a foundation in the scripture of the Old Testament and introduces the history, literature, and thought of the Old Testament as reflected in its major divisions and individual books. It is designed and recommended for those who have not had a systematic survey of the Old Testament. The activities are designed to provide a more practical experience for learners to apply the scripture to current life situations.

BIB 502 - Introduction to the New Testament (3)

A foundational course to provide a broad survey of the New Testament with an emphasis on the biblical theological themes and literary genre of each book. Overall themes, divisions, and spiritual lessons will be examined in relation to their historical and/or social context of each major section of the New Testament. Students will explore practical venues for engaging the New Testament with contemporary global concerns, ethical frameworks, vocation, and personal spirituality.

BIBL - Bible

BIBL 500 - The Bible as Christian Scripture (3)

This course develops the two-fold skills of 1) reading the Bible in context and 2) reading it with the eyes of a Christian. The classic tools of inductive Bible study are presented alongside strategies for appropriating the Bible today.

BIBL 501 - Hebrew for Ministry (3)

This course overviews those aspects of Old Testament Hebrew that most impact the meaning of the Old Testament texts. It relies on the numerous biblical language tools available today in order to by-pass extensive memorization of forms and vocabulary and instead focus on nuances of key parts of speech, Hebrew syntax, as well as on doing word studies with integrity.

BIBL 510 - Biblical Archaeology (3 to 5)

This class will examine the discipline of archaeology and its relationship with the interpretation of Scripture. The art, architecture, and artifacts uncovered in the lands of the Bible will be considered. The cultural remains at key archaeological sites in Israel will be examined, with specific attention given to the city of Jerusalem. The student's knowledge of the biblical culture may be developed through one or all of the following learning methods: student participation in archaeological field work, visiting museum collections, and classroom instruction. Travel expenses and all applicable fees required. (Biblical)

BIBL 511 - Greek for Ministry (3)

This course provides an overview of those aspects of New Testament Greek that most impact the meaning of the New Testament texts. It relies on the numerous Greek tools available today in order to by-pass extensive memorization of forms and vocabulary and instead focus on nuances of cases and tenses, key conjunctions and clauses, as well as on doing word studies with integrity.

BIBL 552 - Historical Contexts of Scripture (3)

This course explores the historical, geographical, cultural, and religious contexts of both the Old and New Testament biblical narratives.

BIBL 500ES - The Bible as Christian Scripture (3)

This course develops the two-fold skills of 1) reading the Bible in context and 2) reading it with the eyes of a Christian. The classic tools of inductive Bible study are presented alongside strategies for appropriating the Bible today.

BIL - Biblical Literature

BIL 101 - Old Testament Survey (3)

A study of the Old Testament, highlighting the cultural background underlying the books of the Old Testament. Topics include major archaeological finds, Old Testament culture as it relates to today's culture, and the foundational relationship between the Old Testament and the New Testament.

BIL 102 - New Testament Survey (3)

This course covers the literature of the New Testament. Special attention will be given to the life of Christ and the history of the early church, including the life of Paul.

BIL 103 - Bible Land Tour (3)

This course comprises daily lectures on a tour to the Near East with Israel as the main focus. It involves a study of actual Biblical sites, especially those revealed by archaeological excavations. While the major emphasis will be the biblical history in its geographical setting, much will be learned about the religions of Judaism and Islam, the present social structures of society in Israel, and the existing tensions between Jew and Arab.

BIL 105 - Bible Lands Geography (3)

The course is a physical and topographical study of the lands of the Old and New Testament with a blending of historical and ethnic backgrounds. Although the concentration of study will be on Canaan or Israel proper, a general survey of the Semitic and Mediterranean world will be included. Prerequisites: BIL-101 and BIL-102.

BIL 107 - Psalms and Proverbs for Life (3)

This course engages the Old Testament books of Psalms and Proverbs with a view to personal and corporate spiritual formation. Prerequisite: BIL-101.

BIL 109 - Introduction to the Bible (3)

This course is a general introduction to the Bible. Topics to be covered include a general survey of the content of the Bible, the significance of the Bible with reference to the concepts of inspiration, revelation, canonicity, and infallibility, and a review of the history of Spanish versions of the Bible.

BIL 111 - Introduction to Old Testament (3)

This course presents an overview of the Old Testament. The authorship, date, historical background, design, and redemptive theme of each book along with associated map studies will be addressed. Not open to students with credit in BIL-101.

BIL 112 - Introduction to New Testament (3)

This course is an overview of the New Testament with emphasis on key people, events, dates, and themes of the various sections. Included in this is a historical review of the intertestamental period which helps define the spiritual, political, and sociological matrix of the New Testament. The major themes of each book will be discussed along with map studies of major geographic features, towns, and political boundaries. Not open to students with credit in BIL-102.

BIL 120 - Themes in Biblical Literature (3)

This course will explore Biblical passages which exemplify major themes of the Bible in order that the student will gain an overall understanding of the message of this significant historical, literary, and religious text. Themes which will be explored include the nature of God, creation, sin and human nature, covenant, the Messiah, atonement, faith, eternal life and the resurrection, hope, and the ethic of love. The impact of these themes on history and current life will be emphasized.

BIL 200 - Hermeneutics (3)

This course is an introduction to basic principles of biblical interpretation. It emphasizes the application of these principles to personal Bible study and provides an important basis for the preparation of sermons and Bible studies.

BIL 201 - Methods in Bible Study (3)

A study of assumptions, procedures, and guidelines to be used in understanding the Bible. Emphasis is upon refinement of the student's skills in observation and interpretation. The course is designed to develop the student's ability to study the Scriptures accurately, systematically, and independently as a basis for all further personal and professional use of the Bible. Prerequisites: BIL-101, BIL-102, BIL-120 or department permission. Not available to students with credit in BIL-202.

BIL 202 - Inductive Bible Study (3)

Students will learn the principles and steps of the Inductive Bible Study Method, including observation, interpretation, and appropriation. The course will also provide theological foundations of the nature and authority of scripture. Prerequisite: BIL-101 and BIL-102 or permission of the department. Not available to students with credit in BIL-201.

BIL 203 - Advanced Inductive Bible Study (3)

This course reviews, develops, and refines the skills involved in Inductive Bible Study. Students will survey a medium length book of scripture, cultivate the process of observation and survey, expand their skills of interpretation, and formulate concrete applications. To aid the process of application, students will employ a basic template for teaching a Bible study lesson in a Sunday school or small group context. Students will also discuss a theology of scripture and views on the process of interpretation. Prerequisite: BIL-201 or BIL-202

BIL 231 - Biblical Archaeology (3)

An investigation into the methods and details of the science of archaeology. Special interest will be expressed in explorations of the last hundred years in the Near East with special attention given to how these findings relate to Scripture. Chronologically, the time covered will be from about 10,000 BC to 200 AD. Prerequisite: BIL-101 or permission of instructor.

BIL 235 - Life and Letters of Paul (3)

This course surveys the life, ministry, letters, and thinking of the apostle Paul as found in the book of Acts and his own letters.

BIL 240 - Teaching the Bible to Adults (3)

A course exploring the methods of teaching the Bible to adults seeking life change. The course content includes adult learning theory, adult teaching methods, and small group leadership skills. As part of the course each student completes a segment of practice teaching both in and out of the classroom which is evaluated professionally with an eye toward improvement. Prerequisites BIL-101 and BIL-102.

BIL 280 - Lands of the Bible (3)

An advanced study of the lands of the Biblical text with focus on the land of Israel. Emphasis will be given to the geographical and topographical features of the land that bring insight and understanding to major events in the Old Testament, the ministry of Jesus, and the journeys of Paul. Additional focus will be given to the historical and cultural implications of these Biblical events. Subjects of interest would include how geography and topography affected the settlement of people groups, trade and travel, internal and international war, economic advancement, social and religious customs, and the spreading of the gospel to the Gentile world. Pre-requisite BIL-101 and BIL-102.

BIL 281 - Jerusalem and Its People (1)

This course will investigate the importance and development of the city of Jerusalem from its initial settlement through the modern era. Particular attention will be given to Jerusalem's geographical setting and archaeological remains. In addition, the city's theological significance for Christianity, Judaism, and Islam will be discussed. Pre-requisites: BIL-101 and BIL-102.

BIL 282 - Art, Architecture, Artifacts of the Biblical World (1)

The objective of this museum course is to examine first-hand the evidence that illuminates the context of the biblical narrative. Cultures of interest include those of Syria-Palestine, Transjordan, Egypt, Mesopotamia, and the Mediterranean world. This class may be repeated one time in a subsequent semester upon permission of the professor. Travel and entrance fees required. Pre-requisites: BIL-101 and BIL-102.

BIL 293 - Topics in Biblical Studies: Colossians (1)

In this course, you will identify the content and message of Paul's letter to the Colossians. Students will describe the dual nature of Jesus the Messiah and explain the value of relationship and union with Jesus Christ found in Paul's letter to the Colossians.

BIL 294 - Topics in Biblical Studies: Ephesians (2)

In this course, you will identify the content and message of Paul's letter to the Ephesians. Students will describe central focus of Jesus the Messiah in all of history and explain God's eternal plan of salvation in Ephesians.

BIL 301 - Pentateuch (3)

The first five books of the Bible are studied as organized wholes. The origin of the world, the creation of man, the calling of Israel, and her place in the plan of redemption are noted throughout. Prerequisite: BIL-201, BIL-202 or BIL-203 or permission of instructor.

BIL 302 - Historical Books (3)

A study of each of the historical books from Joshua to Esther, tracing the history of Israel from the entrance into Canaan through the exile and return. Prerequisite: BIL-201, BIL-202 or BIL-203 or permission of instructor.

BIL 303 - Synoptic Gospels (3)

An intensive study of the Gospel of Mark, with attention given to the parallel accounts in Matthew and/or Luke. Examination of unique material in the first and third gospels. Special note will also be made of various solutions to the synoptic problem and to such concepts as the Messiah and the Kingdom of God. Prerequisite: BIL-201, BIL-202 or BIL-203 or permission of instructor.

BIL 304 - Johannine Literature (3)

A study of the Gospel of John and the three Epistles. Such concepts as Logos, truth, life, light, and love will be given special attention. Prerequisite: BIL-201, BIL-202 or BIL-203 or permission of instructor.

BIL 310 - Book of Genesis (3)

This course uses the inductive approach to study the book of Genesis. The inductive lessons help the student reflect on key passages of Genesis, seeking practical applications. Special attention is given to the theological theme of creation.

BIL 333 - Biblical Foundations of Worship (3)

Explores worship in the Old and New Testaments in context with other worship patterns of the day. Traces liturgy, Scripture, music, sacred sign-acts, symbolism, festivals, and sacred space as elements of worship through Bible history. Also examines passages relevant to understanding a biblical theology of worship.

BIL 380 - History of the Biblical World (3)

This course will examine how the political, social, cultural and religious history of ancient civilizations within the biblical narrative affect biblical interpretation. Particular focus will be given to the historical events that engage the people and the land of Syria-Palestine. Prerequisites: BIL-101 and BIL-102. BIL-280 recommended.

BIL 381 - Cultural Settings of the Bible (3)

An investigation of life in the biblical world. This investigation will focus on questions such as: How did they worship? What types of architecture did people build? What occupations did they have? What did they wear? What types of art and literature did they create? Special attention will be placed on topics that bring understanding to the interpretation of the biblical narrative. This class may be repeated one time in a subsequent semester upon permission of the professor. If taught abroad, travel and participation fees will be required. Prerequisites: BIL-101 and BIL-102.

BIL 382 - Inter-Testament Literature (3)

A study of the history and literature of the period between Malachi and the New Testament. Special emphasis will be on the background from which New Testament movements came. Offered alternate years. This course satisfies either Old or New Testament requirements.

BIL 391 - Directed Studies in Biblical Literature (1 to 2)

This course prepares students to perform basic research in which they learn to use Off Campus Library Services (OCLS), electronic periodical indexes, and information resources. Students will identify and select appropriate material for inclusion in a college level research project which will be submitted at the conclusion of the course.

BIL 402 - Major Prophets (3)

The office and function of Hebrew prophecy is noted and the books of Isaiah, Jeremiah, Ezekiel, and Daniel are studied in the light of their own times. Prerequisite: BIL-201, BIL-202 or BIL-203 or permission of instructor.

BIL 403 - Minor Prophets (3)

The twelve books designated as minor are studied in similar manner as the Major Prophets. Prerequisite: BIL-201 or BIL-202 or permission of instructor. Offered alternate years.

BIL 404 - Acts of the Apostles (3)

Primarily a study of the Book of Acts. Attention will be given to the development of the concept of the church, as well as its historical setting in the first two centuries of the Christian era. Prerequisite: BIL-202 or BIL-203 or permission of instructor.

BIL 407 - The General Epistles (3)

A detailed and analytical study of James, 1 Peter, 2 Peter, and Jude. Prerequisite: BIL-202 or permission of department. Offered alternate years.

BIL 408 - The Apocalyptic Literature (3)

A careful study of the Revelation and its relationship to the book of Daniel and to other apocalyptic writings. Prerequisite: BIL-202 or permission of instructor. Offered alternate years.

BIL 409 - The Four Gospels (3)

This course is an inductive study of Matthew, Mark, Luke, and John. Special focus will be placed on outstanding events and teachings in the life of Christ. Major events will be studied including His miracles, crucifixion, and bodily resurrection. The course will cover Christ's teachings including His parables, the Sermon on the Mount, and the Olivet discourse. The course will also examine the synoptic program and the humanity and divinity of Christ. The principles and methods of inductive Bible study will be explained and practiced throughout this course.

BIL 410 - Wisdom Literature (3)

A detailed and analytical study of the wisdom books in the Old Testament, specifically, Job, Proverbs, Ecclesiastes, and Song of Songs. Prerequisite: BIL-202 or BIL-203 or permission of department.

BIL 411 - Psalms (3)

A detailed and analytical study of the Book of Psalms. Prerequisite: BIL-202 or permission of department. Offered alternate years.

BIL 412 - Romans and Galatians (3)

A detailed and analytical study of Paul's letters to the Romans and the Galatians. Prerequisite: BIL-202 or BIL-203 or permission of department.

BIL 413 - The Corinthian and Thessalonian Letters (3)

A detailed and analytical study of Paul's letters to the Corinthians and the Thessalonians. Prerequisite: BIL-202 or permission of department. Offered alternate years.

BIL 414 - The Prison Epistles (3)

A detailed and analytical study of Ephesians, Philippians, Colossians, and Philemon. Prerequisite: BIL-202 or permission of department. Offered alternate years.

BIL 415 - Pastoral Epistles (3)

A detailed and analytical study of Paul's letters to Timothy and Titus. Prerequisite: BIL-202 or permission of department. Offered alternate years.

BIL 416 - Hebrews (3)

A detailed and analytical study of Hebrews. Prerequisite: BIL-202 or permission of department. Offered alternate years.

BIL 422 - Greek Bible (3)

A study of selected New Testament passages in the original Greek. This course expands vocabulary and builds depth in one's understanding of Greek morphology, syntax, and semantics. Prerequisite: Beginning Greek competence or permission of department. Can be repeated.

BIL 430 - Advanced Topic in Biblical Studies (3)

This course covers a specialized and advanced topic in biblical studies that is not covered in the normal curriculum. It is always offered with a subheading and is repeatable under a different subheading. Prerequisite: BIL-202.

BIL 475 - Independent Learning in Biblical Literature (1 to 3)

Individually arranged research into biblical problems, languages, and/or doctrines. Prerequisite: Permission of instructor.

BIL 480 - Archaeology of Syria-Palestine (3)

This class will be held in the land of Israel and will require student participation in archaeological field work. While digging, areas of focus will include archaeological techniques and methods, and the analysis of pottery and stratigraphy. In addition, the interpretation of stratigraphy and artifacts at key archaeological sites in Israel will be considered as well as current debates and discussions among archaeologists. Prerequisite: BIL-101 and BIL-102 or permission of Division.

BIL 505 - An Exegetical Analysis of the Gospels (3)

This course offers an in-depth exegesis of the Gospels. Special attention is given to their content, literary context, and historical background. Different approaches used to study the Gospels throughout church history will be explored. The student will also apply the Gospels for diverse ministries in the church and for personal growth.

BIO - Biology

BIO 100 - Introduction to Biology (4)

This course is a survey of the biology of humankind and its relationship to other living organisms. Humankind's environmental and ecological responsibilities will be considered. This course with its co-requisite laboratory fulfills the general education lab science requirement. This course does not count toward the biology major. Considered foundational in the Biology minor for Educational Majors.

BIO 100L - Introductory Biology Lab (0)

Selected laboratory experiences in introductory biology. One laboratory period. Co-requisite: BIO-100.

BIO 102 - Human Biology (4)

Introductory course designed for students not majoring in science or the allied health professions. Human biology provides the student with a general overview of the organization, structure, and function of the major organ systems in the human body in a one semester course. Co-requisite: BIO-102L. This course with its co-requisite laboratory fulfills the general education lab science requirement. Considered an elective in the Biology Minor for Education Majors.

BIO 102L - Human Biology Laboratory (0)

Selected laboratory experiences in human biology, designed to coincide with and complement BIO-102. Co-requisite: BIO-102.

BIO 105 - Heredity and Disease (4)

This course provides the student with an introduction to the major diseases of the human condition. Specific aspects of selected hereditary and non-hereditary diseases will be covered including, but not limited to: genetic propensity, major risk factors, incidence in the population, and morbidity and mortality. Prerequisite: None. Co-requisite: BIO105L. This course with its co-requisite laboratory fulfills the general education lab science requirement. Considered an elective in the Biology Minor for Education Majors.

BIO 105L - Heredity and Disease Lab (0)

Lab to be taken concurrently with BIO-105 Heredity and Disease. Co-requisite: BIO-105.

BIO 106 - Environment and Society (4)

This course is an introduction to ecological principles and their relevance to human impact on the natural environment. Issues to be covered include natural resources, legislative changes, terminology, urbanization, energy, pollution, environmental ethics, and population dynamics. Co-requisite: BIO-106L. This course with its co-requisite laboratory fulfills the general education lab science requirement. Considered an elective in the Biology Minor for Education Majors.

BIO 106L - Environment and Society Lab (0)

Includes selected laboratory experiences to accompany BIO-106. Lab times will include field trips, group discussions, and environmental education of local issues. Co-requisite: BIO-106

BIO 107 - Crops and Society (4)

This is a course designed for biology majors and non majors to study the contribution of crops to society and society's development. The course will cover cereal crops, legumes, herbs, spice, fibers, medicinal plants, tropical and temperate fruits and nuts. Soil and water conservation will be covered. Emphasis will be on agriculture in developing nations and development

policies that affect agriculture, stewardship, the poor and malnourished. Labs will emphasize practical and applied aspects of agriculture and appropriate technology. This course does fulfill the lab science requirement. Considered an elective in the Biology Minor for Education Majors.

BIO 108 - Introductory Field Biology (4)

A course designed for non-science majors and those interested in teaching science at the elementary school level. Emphasis will be on learning to visually recognize and identify the common flowers, trees, insects, and invertebrates of the Midwest. Taxonomy will include limited scientific nomenclature. The course will include numerous field trips, the use of taxonomic keys, and the collection and preservation of specimens to be used as references in the classroom. This course fulfills the general education lab science requirement. Considered an elective in the Biology Minor for Education Majors.

BIO 109 - Forensic Science (with Lab) (4)

Forensic Science takes the student into the world of scientific problem solving by creating new "crime scenes" periodically throughout the semester. Students will be expected to observe the scene, collect evidence, formulate possible hypotheses, analyze the evidence with the appropriate analytical techniques, and draw conclusions based on their results. The course is designed to teach students scientific reasoning, data collection, and the confirmation or rejection of possible hypotheses. There is no prerequisite or co-requisite for this course, other than a strong motivation to learn. This course fulfills the general education lab science requirement. Considered an elective in the Biology Minor for Education Majors.

BIO 111 - Anatomy and Physiology I (4)

An integrated course covering the structure and function of approximately half of the systems in the human body. Organization of the body and principles of support, movement, and control systems will be covered. Prerequisite: Math SAT 400 or above; SAT I 440 or above; ACT 18 or above. Co-requisite: BIO-111L. This course with its co-requisite laboratory fulfills the general education lab science requirement. Considered an elective in the Biology Minor for Education Majors.

BIO 111L - Anatomy and Physiology I Lab (0)

This lab is taken as a co-requisite to BIO-111.

BIO 112 - Anatomy and Physiology II (4)

A continuation of Anatomy and Physiology I. Structures and functions of the cardiovascular, respiratory, digestive, and urogenital systems will be covered. Prerequisite: BIO-111, passed with a grade of "C-" or above. This course does not count toward a Biology major. Prerequisite: BIO-111. Co-requisite: BIO-112L. Considered an elective in the Biology Minor for Education Majors.

BIO 112L - Anatomy and Physiology II Lab (0)

Lab taken as a co-requisite to BIO-112.

BIO 113 - Introductory Microbiology (4)

This course is an introduction to the fundamental characteristics of microorganisms. Emphasis on structure, metabolism, genetics and diversity. Further emphasis is given to the epidemiology and pathogenesis of infectious diseases, including basic concepts of antimicrobial chemotherapy, antibiotic resistance, and immunology. This course does not count toward a biology major. Co-requisite: BIO-113L. This course fulfills the general education lab requirement. Considered an elective in the Science Minor for Education Majors.

BIO 113L - Introductory Microbiology Lab (0)

Lab taken as a co-requisite to BIO-113.

BIO 125 - Principles of Biology (4)

The fundamental principles of genetics, cell development, and structure and function in cells, membranes, and molecules as related to organisms are covered. Representative life processes, organisms, and bio-techniques are studied from the cellular perspective to illustrate biological principles. Emphasis is placed upon man's real progress in coping with the new knowledge of biology and its effects on society's perspective about how the knowledge should be used. Prerequisite: Math SAT 440 or above; SAT I 480 or above; ACT 20 or above; or CHE-110 with a grade of "C" or better. This course fulfills the general education lab requirement. Can be used as foundational in the Biology Minor for Education Majors. Core Course for Biology Majors.

BIO 201 - Animal Biology (4)

A study of the classification, morphology, physiology, and natural history of invertebrate and vertebrate animals, including their importance to man. Prerequisite: BIO-125 or BIO-111 and BIO-112. Core course for Biology Majors.

BIO 202 - Plant Biology (4)

An introduction to plant Biology. Emphasis is placed on plant diversity. Lectures and labs cover Bacteria, Fungi, Algae, Lower Vascular Plants, Gymnosperms and Angiosperms. Some coverage of structure and development and some physiology. Course also covers plant taxonomy with emphasis on local flora. Consideration is given to how plants impact society ecologically and economically. Course includes a 2-hour lab. Prerequisite: BIO-125. Core course for Biology Majors.

BIO 203 - Environmental Conservation (3)

An ecological approach to the study of conservation of natural resources as related to current environmental problems.

BIO 204 - Ornithology (3)

A study of the morphology, natural history, identification, and conservation of birds. Emphasis placed on field work. Prerequisite: BIO-125.

BIO 210 - Human Genetics (3)

This course will introduce the student to current human genetic knowledge about the chemistry of the gene, human biochemical and molecular level inheritance, and somatic/germ cell genetics. This study will relate the course content with previous classical approaches and build toward an understanding of newer cytogenetic approaches. The discussions will emphasize the molecular characterization of genotype and its relationship to phenotypic expression in birth defects and human molecular disease. This course meets science general education requirements. No prerequisites.

BIO 213 - Microbiology (4)

A comprehensive introduction to general microbiology, with an emphasis on microbial structure, physiology, diversity, genetics and growth. Interactions of microorganisms with humans are discussed, including infectious diseases, pathogenesis, host immune defenses, and epidemiology. Laboratory activities include staining techniques, physiological tests, and identification of bacteria. Prerequisite: BIO-125 and CHE-126, passed with grades of "C" or above. Co-requisite: BIO-213L.

BIO 213L - Microbiology Lab (0)

Lab taken as a co-requisite to BIO-213.

BIO 220 - Field Biology and Natural History (3)

A field course designed to teach recognition of the major macro flora and fauna of the Midwest using both taxonomy and natural history. Emphasis will be placed on recognition of birds, fish, reptiles, amphibians, and mammals indigenous to the area. Recognition of bird songs and amphibian vocalizations will also be stressed. Prerequisite: BIO-125.

BIO 301 - Ecology (3)

An introduction to the principles and methods of plant and animal ecology in the physical environment. Prerequisite: BIO-125 or permission of instructor. Core course for Biology Majors.

BIO 302 - Entomology (3)

A study of the anatomy, physiology, identification, classification, life cycles, habits, and adaptations of insects. Prerequisite: BIO-125.

BIO 303 - Marine Ecology (3)

Introduction to marine life, biological communities and ecology. Marine ecosystems will be studied in preparation for the field component in coastal waters. Throughout the course, the ecological and economic importance of marine systems will be discussed. Society's role as stewards of creation is an integral part of class discussion. Course includes lecture and field trip to a coral reef. Prerequisites: BIO-125 and permission of instructor.

BIO 311 - Mammalian Anatomy (4)

A study of the anatomy of mammals with emphasis on the anatomy of man. The laboratory work includes the dissection of a mammal. Prerequisites: BIO-125. Core course for Biology Majors.

BIO 312 - General Physiology (4)

A study of the basic physiological processes. Consideration is given to all the organ systems of man with special emphasis in the laboratory on the neuromuscular, respiratory, and cardiovascular systems. Prerequisite: BIO-125. Core course for Biology Majors.

BIO 317 - Advanced Crops and Society (4)

This is a course designed for majors in biology to study the contribution of crops to society and society's development. The course will cover cereal crops, legumes, herbs, spice, fibers, medicinal plants, tropical and temperate fruits and nuts. Soil and water conservation will be covered. Emphasis will be on agriculture in developing nations and development policies that affect agriculture, stewardship, the poor and malnourished. A research project involving lab work will be required. Prerequisite: BIO-125 or equivalent. Open to majors in biology. Course cannot be taken if credit has been awarded in BIO-107.

BIO 325 - Sustainable Tropical Agriculture (4)

This course offers practical, hands-on field experience in sustainable tropical agriculture. Students will learn about different plants, agricultural systems, soil management and appropriate technology that is used to help small scale farmers in very poor areas. Students will learn aspects of poverty and community development in an international setting. Course content is presented from a biblical perspective. Students will work with missionaries/development workers who are doing community development and agricultural missions in a developing nation. This intensive course involves academic rigor and physical rigor on the farms. Prerequisite: Permission of course professor.

BIO 330 - Histology (3)

This course highlights normal histology and the functional significance of micro anatomical structures. The lab and lecture portions of the course are completely integrated; the amount of time devoted to lecture or lab will vary depending on the particular topic. Prerequisites: BIO-125 and BIO-351.

BIO 351 - Cellular Biology (3)

An in-depth study of the anatomy and function of animal and plant cells. The elegance and complexity of God's design for this smallest living unit will be revealed through lectures, in-class activities, and various assignments. Prerequisites: BIO-125, CHE-125 and CHE-126. Core course for Biology Majors.

BIO 390 - Directed Individual Study (1 to 4)

Prerequisite: Permission of instructor. (At Au Sable)

BIO 395 - Professional Observation (1)

Observation by the pre-professional student of the professional practice of a medical doctor, dentist, optometrist, or related medical professional. Prerequisites: Junior classification and permission of pre-professional advisor.

BIO 396 - Advanced Topics in Biology (1 to 3)

A course in advanced topics in biology of current interest. See schedule for specific content. Can be repeated up to 12 hours.

BIO 411 - Vertebrate Development (4)

Study of the embryonic development of the vertebrates including man, using the frog, the chick, and the pig as types. Prerequisite: BIO-311 or permission of instructor.

BIO 412 - Genetics (3)

An integrated lecture/laboratory course that provides a thorough analysis of the factors governing trait inheritance in plant and animal life. Prerequisite: BIO-125. Core course for Biology Majors.

BIO 432 - Molecular Biology (4)

Significantly emphasizing laboratory techniques, this course is designed to follow either CHE-432 or BIO-351. Biomedical research topics that will be discussed and accompanied by hands-on laboratory experiments include recombinant DNA technology/genetic engineering, cloning, and basic bioinformatics.

BIO 440 - Immunology (3)

A one-semester course which addresses the chemical and structural relationship of antigens and antibodies, the basis for immunological tolerance, T-cell development, B-cell development, autoimmune disease, cancer, and AIDS. Prerequisites: BIO-125 and either BIO-312 or BIO-403.

BIO 452A - Introduction to Environmental Medicine And Public Health (4)

AuSable Course

BIO 475 - Independent Learning in Biology (1 to 3)

Individually arranged reading, problem solving, or research in biology. Prerequisite: Permission of instructor.

BIO 482 - Restoration Ecology (4)

Ecological foundations and techniques for ecosystem and biotic community restoration. Application of ecological principles and environmental ethics to redeeming and restoring damaged ecosystems and endangered species. A field laboratory practicum is included. (At Au Sable)

BIO 490 - Biology Senior Seminar (1)

This course is intended to help science majors to synthesize, integrate, and apply their scientific understanding. The course will focus on advanced topics and on the ethical and social implications of science. Some emphasis will be given to research and to written and oral communication skills as used in the sciences. The Major Field Achievement Test in biology may be administered as a part of this course. The course is required of all majors. Prerequisite: Senior standing, science major, and completion of at least one course in the major at or above the 300 level.

BIO 495 - Research in Biology (1 to 3)

This laboratory-based course is designed for biology majors who plan on graduate-level work in biology or other related medical sciences. Each student will participate in a faculty-led research project in his/her area of interest. Prerequisite: Permission of the instructor. Course may be repeated but only a total of 2 credit hours may be applied toward the Biology Major or minor.

BIS - Business Information Systems

BIS 215 - Introduction to Business Information Systems (3)

An introduction to fundamental concepts of management information systems in the information age. Addresses the impact of information systems in each of the functional areas of business to improve organizational effectiveness. Ethical considerations related to information and technology will be discussed.

BIS 216 - Information Systems and Project Management (3)

An introduction to fundamental concepts of management information systems and project management in the information age. Addresses the impact of information systems in each of the functional areas of business to improve organizational effectiveness. Ethical considerations related to information and technology will be discussed.

BIS 220 - Analytical Thinking and Problem Solving (3)

An introduction to managerial decision-making using information systems. Emphasis on group interaction skills in identifying causes of problems, identifying options, and proposing solutions.

BIS 222 - Business Software Tools (1)

This course covers a suite of productivity software tools including word processing, spreadsheet, and presentation graphics. An emphasis will be placed on spreadsheet software and how it can be used effectively as a productivity tool in business.

BIS 224 - Business Information Systems Technology (3)

This course examines the hardware and technology used to build the infrastructure of an information system. It provides an in-depth look at networking, data communications, computer hardware components, I/O devices, storage, and Internet/Intranet technology. By learning the architecture of computing technology, students will be able to more effectively apply information technology to information systems in a business environment.

BIS 225 - Software Tools (3)

Provides a detailed introduction to hardware and software tools with special emphasis on the Windows Operating System, word processing, spreadsheets, presentation graphics, and databases. Through guided practice, students are taught practical applications of these programs for both personal and on-the-job use. The impact of computers and information technology on the workplace is also explored. (Not open to students with credit in CIS-110; does not fulfill general education requirements in the CAS Division of Natural Science.)

BIS 320 - Managerial Relational Database Systems (3)

This course develops skills in the design and implementation of business database systems using modern database tools. It covers data structures, file management, and the conceptual, logical, and physical design of databases.

BIS 324 - Networking, Systems & Security (4)

This course examines the hardware and technology used to build the infrastructure of an information system. It provides an in-depth look at networking, data communications, security, systems management, and Internet/Intranet technology. By learning the architecture of computing technology, students will be able to more effectively apply information technology to information systems in a business environment.

BIS 340 - Business Programming I (3)

This course provides a general introduction to programming paradigms including procedural and object-oriented approaches. Students will learn the basics of a programming language that is widely used in the business environment. Prerequisite: BIS-220.

BIS 341 - Business Programming II (3)

This course extends the knowledge base of the programming language used in Business Programming I. Coding and applications development will be emphasized. Prerequisite: BIS-340.

BIS 342 - Business Programming III (3)

This course provides an introduction to object-based programming concepts. Students will learn the basics of an object-oriented programming language that is widely used in the business environment. Prerequisite: BIS-220.

BIS 343 - Business Programming IV (3)

This course extends the knowledge base of the programming language used in Business Programming III. Coding and applications development will be emphasized. Prerequisite: BIS-342.

BIS 344 - Visual Basic .Net Programming (4)

This course provides a general introduction to object-oriented programming paradigms including procedural and object-oriented approaches. Students will learn the basics of an object-oriented programming language that is widely used in the business environment. Coding and applications development will be emphasized. Prerequisite: BIS-220.

BIS 346 - Java Programming (4)

This course provides an introduction to object-based programming concepts. Students will learn the basics of Java, an object-oriented programming language that is widely used in the business environment. Coding and applications development will be emphasized. Prerequisite: BIS-220

BIS 350 - Web Application Development in A Business Environment (3)

This course will introduce the principles of JavaScript control structures, various markup languages, and scripting languages. Students will develop fundamental skills in programming using the client-side Internet model. In addition, students will utilize multimedia technology to design and develop web-based applications. Hands-on skill development is emphasized.

BIS 352 - Advanced Web Application Development in a Business Environment (3)

Students will learn multi-tiered, database-intensive, Intranet-Internet applications by using ADO (ActiveX Data Objects) and SQL (Structured Query Language). Topics covered include server-side Internet and web-programming techniques. Prerequisite: BIS-350.

BIS 353 - Web Application Development (4)

This course will introduce the principles of JavaScript control structures, various markup languages, and scripting languages. Students will develop fundamental skills in programming using client-side and server-side Internet models. In addition, students will utilize multimedia technology to design and develop web-based applications. Students will learn multi-tiered, database-intensive, Intranet/Internet applications by using ADO (ActiveX Data Objects) and SQL (Structured Query Language). Hands-on skill development is emphasized.

BIS 355 - Contemporary Issues and Ethics in the World of Technology (3)

This course will give students an introduction to the impact of information and technology in our world and related ethical issues. The social, political, environmental, cultural, and economic impact of emerging technology. Control issues and ethical considerations in the use of technology. The Christian worldview will be highlighted.

BIS 360 - Business System Analysis and Design (3)

This course will emphasize the analysis of business problems in an organization and the subsequent design of computer systems to meet the organization's needs. Students will study the stages of system development including problem definition, consideration of alternative solutions, selection of a solution, implementation, control, and management of the system. A special emphasis is placed in the role of end users in this process.

BIS 370 - Project Management and Team Leadership (3)

Through project management, students will learn how to break down a project, manage the scope and sequence of milestones, and develop cost estimates. Team leadership emphasizes the formation and effective utilization of teams in a business environment. It emphasizes group dynamics, personality styles, and leadership styles.

BIS 410 - Management of Business Information Systems (4)

In this capstone course, an emphasis will be placed on the application of information systems in each of the functional areas of business. Discussion of the information needs of management and how special tools, such as Decision Support Systems, can help meet those needs. Current topics of interest to the IS professional and society.

BIS 420 - Business Information Systems Project I (1)

During this course a facilitator will be assigned to a cohort group, and a group project will be selected. The facilitator will assist in determining the scope of the project and the actions required fulfilling the course objectives. A group will investigate, analyze, develop, implement, and document an information system for a real-world business problem. Milestones and a timetable will be established for the completion of the project. A mentoring relationship between the facilitator and cohort group will be maintained until the completion of the project in BIS-421 Business Information Systems Project II.

BIS 421 - Business Information Systems Project II (1)

This course marks the completion of the cohort group project. Groups will complete each activity outlined in the first section of the course. The facilitator will help each group bring the project to closure.

BIS 450 - Business Information Systems Project (4)

In this capstone course, students will investigate, analyze, develop, implement, and document an information system. The project is designed to demonstrate that the student has developed the ability to integrate and apply a variety of business and information systems concepts and skills for the purposes of solving a real-world problem. Presentations are made and written reports are submitted.

BIS 460 - Business Systems Analysis and Design Seminar (4)

In this capstone course, students will investigate, analyze, design, and document an information system. The course will emphasize analysis and investigation of business problems in an organization and the subsequent design of computer information systems to solve those problems. Students will study the entire process of systems development including problem definition, consideration of alternate solutions, selection of a solution, and implementation, control and maintenance of the system.

BUS - Business

BUS 100 - Foundations of Business (3)

An overall view of the business field including the business environment; organization, management, and operating problems of the enterprise; financial management and the risk function; and the marketing function. No prerequisite.

BUS 101 - Business Ethics (3)

This course is designed to enable the student to understand the importance of ethics in business. Time is spent helping students further develop their own personal value systems and subsequently to see how their worldview impacts organizational values. Special emphasis is placed on application of Biblical principles. No prerequisite.

BUS 105 - Introduction to American Business (3)

A survey of business principles, problems, and procedures including an overview of production and distribution of goods, ownership, competition, profit, managerial controls, personnel, government, and business relations.

BUS 110 - Business Assessment (1)

This course provides students with a personal understanding of temperament, personal skills, and individual gifting. Additionally, the course provides students with actual tools used for employee/client assessment. No prerequisite.

BUS 120 - Personal Income Tax Preparation (3)

A general course dealing with the techniques of preparing an individual's personal income tax return; a practical study of federal Form 1040, supporting schedules, and related state income tax forms. No prerequisite.

BUS 121 - Foundations of Residential Real Estate (3)

This course will prepare students to understand and execute the home purchasing process to include the need for strong credit, property search, property negotiation, purchase agreements, home warranties, homeowners' insurance, financing, closing, home inspections, construction, and decisions related to the hiring of real estate professionals. Students will also learn how to prepare property for sale as well as implement a program to successfully market their home.

BUS 150 - Personal Finance (3)

This course focuses on applying biblical principles to financial decision making through the vehicle of a personal financial plan. Students will assess their existing financial status, determine life goals, and develop a biblically-based plan for spending, investment, and risk management.

BUS 175 - Introduction to Personnel Supervision (3)

An introduction to professional personnel development. The course emphasizes the fundamentals for constructive feedback, law governing the treatment of employees in the business setting, salary administration, performance management, benefit design, training, and development.

BUS 206 - Business Decisions Using Software Tools (3)

A course in using microcomputer software tools to solve business problems. Includes the use of spreadsheets and a data manager. Topics include creating graphs, using macros and data tables, and doing database queries to solve business problems. No prerequisite.

BUS 210 - Business Law (3)

Designed to give a basic understanding of the law and its effects upon the world of business. Topics considered include contracts, agency, employment law, sales, commercial paper, security devices, business organizations, property, estates, bankruptcy, and the Uniform Commercial Code. Also gives credit for POL majors. Prerequisite: BUS-100. In order to waive this prerequisite, majors from other Divisions may submit a written request to the Business Division for consideration.

BUS 215 - Introduction to Human Resources (3)

An exploration of the various roles of people within the business community with emphasis on the nature of work, human efficiency and performance, leadership within work groups, and human relations problem solving.

BUS 220 - Accounting for Business (3)

A course in basic accounting including an emphasis on understanding how systems work, analysis of transactions, journals and ledgers, financial statements, and accounting information as a management tool.

BUS 220P - Managerial Accounting Prerequisite (0)

This not-for-credit course is offered in a shortened and less in-depth manner. It is a basic course in accounting including an emphasis on understanding how systems work, analysis of transactions, journals, ledgers, and financial statements. Graded on a CR/NC basis.

BUS 225 - Legal Environment of Business (3)

An introduction to the legal environment of business. Emphasis will be on a realistic application of legal principles to everyday business situations.

BUS 230 - Global Issues (3)

A consideration of the key ecological, social, economic, and political issues confronting the business world as it enters the 21st century.

BUS 274 - Business Case Study (3)

An integration of business principles, concepts, and skills applied to an actual business problem case study.

BUS 275 - Your Work Matters to God (3)

An examination of the Biblical view of work and its implications for the Christian in the workplace. Emphasis will be placed on God's calling to work, God's purpose in work, God's equipping for work, God's caring about our work, and God's use of us and our work. No prerequisite.

BUS 304 - Current Topics in Business (1)

A seminar class with the objective of using a popular current business book or periodical as the basis of discussion of new ideas in business. In addition to raising awareness of new ideas, the course requires each student to evaluate the practical application of these ideas and their potential effectiveness. May be repeated twice. Prerequisite: Admission to the Division.

BUS 310 - Business Communications (3)

Develop skills in all aspects of business communications. Includes writing business letters and reports, communications about employment and meetings, oral communications, nonverbal and visual communications. Prerequisite: Admission to the Division.

BUS 311 - Advanced Business Law (3)

This course is designed to give a more in-depth understanding of the relationship between the law and businesses, as well as to study the effect of government controls upon the business enterprise. Topics considered include the effect of the Constitution on business; antitrust law; environmental law; consumer protection; securities regulation; and international law. Prerequisite: BUS-210 and Admission to the Division.

BUS 315 - Fraud Examination (3)

This course will enable students to learn how and why various types of frauds are committed and how they may be deterred. Students will be equipped with the professional skills necessary to detect and prevent fraud and other white-collar crimes. The material covered in this course will be of special interest to accountants, business owners/managers, auditors, loss prevention specialists, attorneys, educators, and criminologists. In addition to lectures, discussions, and textbook readings, the interactive workshops will allow students to uncover fraud in selected, realistic case studies. Prerequisite: Basic accounting.

BUS 320 - Business Statistics (3)

This course helps students analyze and interpret statistical data. Quantitative concepts and basic techniques in research are stressed. Prerequisites: Admission to the Division and completion of the math competency requirement.

BUS 382 - Business Administration Practicum (1 to 3)

An opportunity for advanced students to obtain valuable work experience and gain expertise in relating classroom material to actual business endeavor. A professional-quality paper analyzing one or more business applications will be prepared under departmental faculty supervision. Prerequisites: Admission to the Business Division.

BUS 390 - International Business (3)

Prepares student to cope with business decisions and business strategies needed to transact business in a foreign land. The influence of cultural, economic, political, and social differences on decision-making will be explored. In addition, complexities created by differing values and beliefs will be evaluated. How such issues impact an American business in an international setting will be carefully studied. Intercultural credit may be met by successfully completing BUS-390. Prerequisite: Admission to the Business Division.

BUS 399 - Service Learning (3)

Service-Learning is an educational experience in which students participate in organized service activities that meet identified community and/or university needs. Prerequisite: Admission to the Business Division

BUS 399H - Honors Thesis/Project (3)

Work with a faculty mentor and in cooperation with an Honors College advisor, producing a research thesis or creative project.

BUS 304CC - Council of Christian Colleges and Universities (1 to 3)**BUS 382CC - Business Administration Practicum (1 to 3)**

An opportunity for advanced students to obtain valuable work experience and gain expertise in relating classroom material to actual business endeavor. A professional-quality paper analyzing one or more business applications will be prepared under departmental faculty supervision. Prerequisites: Admission to the Business Division.

BUS 390CC - Council of Christian Colleges and Universities (3)**BUS 452 - Strategic Management (3)**

An integration of the management, marketing, finance, economics, and accounting aspects of 1) analyzing the internal and external environment of the firm; 2) developing the mission, long-range objectives, and the strategy to achieve the objectives; and 3) evaluating the firm's performance for efficiency and effectiveness. Oral and written presentations of case analyses are used extensively. Prerequisites: Admission to the Business Division and Senior Standing.

BUS 472 - Independent Learning in Business Administration (1 to 3)

An opportunity for advanced students to pursue further study in a business administration field of interest in which they have exhausted catalog offerings. Prerequisites: Admission to the Business Division.

BUS 475 - Independent Study - Business (1 to 3)**BUS 480 - Business Practicum Transition (1)**

This course is designed to help students transition to the world of business. The intent is two fold; prepare students so they will be successful in their practicum experience; and in similar fashion, prepare students to be successful in their first professional assignment after college. Business etiquette, business protocol, professional growth, and the "keys for success" in the first professional assignment are examples of topics that will be studied. Prerequisites: ACC-201, ACC-202, BUS-100, ECO-211, ECO-212, and the appropriate major area gateway course(s).

BUS 499 - Business Administration Seminar- Presentation (1)

A seminar course intended to develop the senior business administration major's professional presentation skills as he/she prepares and delivers the results of the research in BUS-498 from the previous semester. Prerequisite: BUS-498.

BUS 475CC - Independent Study - Business (1 to 4)

CCU - CCU Co-Operative Program

CCU 300 - Council for Christian Colleges and Universities (1 to 16)

CED - Christian Education

CED 240 - Teaching the Bible to Adults (3)

A course exploring the methods of teaching the Bible to adults seeking life change. The course content includes adult learning theory, adult teaching methods, and small group leadership skills. As part of the course each student completes a segment of practice teaching both in and out of the classroom which is evaluated professionally with an eye toward improvement. Prerequisites BIL-101 and BIL-102.

CED 252 - Introduction to Christian Education (3)

An investigation of the history, philosophy, and psychology of Christian Education and an examination of methodology, equipment, and materials needed for effective implementation in the local church (or similar setting). The course addresses the changing role of the Christian education worker in the church today, introduces the student to career options in this field, and provides a foundation for other courses in the Christian Education major.

CED 255 - Local Church Education (3)

An investigation of the history, philosophy, and psychology of Christian Education and an examination of the methodology, equipment, and materials needed for effective implementation in the local church. The course addresses the role of the pastor in enhancing education in the local church, administering a program of Christian Education, and recruiting and training volunteers. Various models of Christian education in the contemporary church are also considered. Co-requisite: CED-255P.

CED 255P - Local Church Education Practicum (1)

Each student will be involved in practical experiences in a local ministry setting providing the student with a "laboratory" for the application of Christian education principles taught in the co-requisite course. Co-requisite: CED-255.

CED 256 - Christian Education in the Local Church (3)

This course will explore the history and philosophy of Christian Education as well as the equipment and materials needed for effective implementation in the local church. Students will examine various models and methods of Christian Education in the contemporary church for a range of demographic groups. The course addresses the role of the pastor in enhancing education in the local church, administering a program of Christian Education, and recruiting and training volunteers. Each student will participate in a ministry practicum applying the Christian Education principles taught in this course.

CED 350 - Teaching Children in the Church (3)

This course will provide theoretical foundations and practical strategies for teaching children in the church. Based on current research and models of effective teaching, students will design lessons and engage in practice teaching under the supervision of the professor. Critiques and suggestions for improvement will be provided by the professor and by fellow students.

CED 354 - Working With Children (3)

A study of the characteristics of various age levels of children and some of the methods, materials, and programs for ministering to them through the local church. Prerequisite: Open to juniors or seniors who have been admitted to the CED major or permission of the Division.

CED 357 - Christian Education Practicum (1)

The student will complete twelve weeks of Christian Education ministry in a local church (or similar setting) with mentoring by a professional Christian Education worker and supervision by a professor from the university. Prerequisite: CED-252 or permission of the Division.

CED 358 - Christian Education Practicum (1)

The student will complete twelve weeks of Christian Education ministry in a local church (or similar setting) with mentoring by a professional Christian Education worker and supervision by a professor from the university. The student will be expected to teach or give leadership to a significant group (or ministry) throughout the course of this practicum. Prerequisite: CED-357.

CED 359 - Christian Education Practicum (1)

The student will complete twelve weeks of Christian Education ministry in a local church (or similar setting) with mentoring by a professional Christian Education worker and supervision by a professor from the university. The student will be expected to teach or give leadership to a significant group (or ministry) and to gain experience in additional areas of leadership which were not included in CED-357 and CED-358. Prerequisite: CED-358.

CED 360 - Curriculum Theory and Development (3)

This course explores the curriculum design process for Christian education of children, youth, and adults. We consider methods for assessing needs, developing a scope and sequence, projecting outcomes, and objectives. Writing of actual curriculum sessions is included as well. Prerequisite: CED-252 or permission of Division.

CED 361 - Children's Ministry Practicum (1)

The student will complete twelve weeks of children's ministry in a local church (or similar setting) with mentoring by a professional children's ministry worker and supervision by a professor from the university. Prerequisite: CED-252 or permission of the Department.

CED 362 - Children's Ministry Practicum (1)

The student will complete twelve weeks of children's ministry in a local church (or similar setting) with mentoring by a professional children's ministry worker and supervision by a professor from the university. The student will be expected to teach or give leadership to a significant group (or ministry) throughout the course of this practicum. Prerequisite: CED-361.

CED 363 - Children's Ministry Practicum (1)

The student will complete twelve weeks of children's ministry in a local church (or similar setting) with mentoring by a professional children's ministry worker and supervision by a professor from the university. The student will be expected to teach or give leadership to a significant group (or ministry) and to gain experience in additional areas of leadership which were not included in CED-361 and CED-362. Prerequisite: CED-362.

CED 450 - Leading a Children's Ministry in A Local Church (3)

In this capstone course, the student will explore how those involved in children's ministry may effect change in the lives of children and in the parish setting as a whole. The student will learn how to plan, organize and lead an effective children's ministry. Instruction will be given regarding leadership and service on boards and committees, relationships with children, parents, peers and supervisors, and the recruiting and training of lay volunteers.

CED 455 - Christian Education in the Family (3)

A study of the relationship of the church and the home in the joint enterprise of strengthening the family, nurturing children and bringing them to mature Christian discipleship. Attention is given to current problems facing the family and to strategies that Christian parents and Christian educators can employ in an attempt to resolve these issues. Prerequisite: CED-252 or permission of Division.

CED 490 - Leading Christian Education (Capstone) (3)

Leading Christian Education is the capstone course focusing on leading and managing the local church's Christian education process. The course focuses on recruiting, training and supervising volunteers, organizing and motivating volunteers, budgeting, managing finances in the local church, curriculum planning, office administration, designing and furnishing learning facilities and working with other professional staff. Open to Christian Education majors and minors. Prerequisites: CED-252.

CED 690 - Phillosphy of Christian Education (3)

This course presents fundamental concepts of the philosophy of Christian Education from the Bible, significant figures in the history of Christian Education, and contemporary theories of learning.

CH - Chemistry Competency

C00

CH COMP - Undergraduate Chemistry Competency (0)

Fake course created to accommodate equivalencies that meet Chemistry Competency. Awarded from the TSUM screen to meet prerequisites and Degree Audit specifications.

CHE - Chemistry

CHE 104 - Chemistry and Artists' Colors (4)

An introduction to the principles of chemistry with specific applications to the materials and methods used by artists. Topics will include: the nature of light and its interaction with matter in producing color; a study of chemical bonding with application to light absorbing molecules found in the composition of artists' dyes, paints, and pigments; the chemistry of ceramics and glazes; and the chemistry of photography. Other topics may include the chemistry of art restoration, dating of art works, and chemical hazards in the studio. This course is primarily intended for those majoring in art or a related discipline. Co-requisite: CHE-104L. This course with its co-requisite laboratory fulfills the general education lab science requirement.

CHE 104L - Chemistry and Artists' Colors Lab (0)

Lab taken as a co-requisite to CHE-104.

CHE 105 - Exploring Chemistry (4)

A non-majors lab science course fulfilling the general education requirement; not meant for those going on to higher level chemistry courses. This course is intended for students with majors outside of the sciences who have had little science or math in high school. The concept is to examine the chemistry of a variety of technology-based issues in the context of their social, political, economic, ecological and ethical ramifications. The objective is to help students develop critical thinking ability, to better understand how to assess technological risks and benefits and to explore skills that will lead to informed decisions on scientific issues throughout their lives. No prerequisites. Co-requisite: CHE-105L. This course with its co-requisite laboratory fulfills the general education lab science requirement. Considered an elective in the Science Minor for Education Majors.

CHE 105L - Exploring Chemistry Lab (0)

Laboratory study intended to amplify material covered in CHE-105. The experiments allow the student to experience science at a basic level using simple chemical equipment and procedures. This lab is taken as a co-requisite to CHE-105.

CHE 110 - Introduction to Chemistry (4)

An introduction to the principles of chemistry. Topics include atomic and molecular structure, chemical reactions, kinetics, equilibrium, stoichiometry, solutions, intermolecular interactions, gases and other related topics. CHE-110 is a beginning course for students with weak or no previous chemistry and who expect to take CHE-120 or CHE-125. This course with its co-requisite laboratory fulfills the general education lab science requirement. Foundational elective in the Science Minor for Education Majors. Students taking this course should have a basic proficiency in math. A math SAT above 460 or ACT above 19 or a grade of "C" or above in MAT-101 is highly recommended but not required. Co-requisite: CHE-110L.

CHE 110L - Introduction to Chemistry Lab (0)

Relatively simple laboratory experiments are used to facilitate the learning of chemical principles covered in CHE-110. Co-requisite: CHE-110.

CHE 120 - Introduction to Organic and Biological Chemistry (4)

An introduction to the structure and reactions of organic compounds. The function and metabolism of compounds of importance to biological systems will be emphasized. Prerequisite: High school chemistry (1 year) and Math SAT 400 or above, SAT I 440 or above, ACT 19 or above OR completion of CHE-110 with a grade of "C" or better. Co-requisite: CHE-120L. This course with its co-requisite laboratory fulfills the general education lab science requirement.

CHE 120L - Introduction to Organic and Biological Chemistry Lab (0)

Lab taken as a co-requisite to CHE-120. Prerequisites: High school chemistry (1 year) and Math SAT 400 or above, SATI 440 or above, ACT 19 or above OR completion of CHE-110 with a grade of "C" or better.

CHE 125 - General Chemistry I (5)

A study of the fundamental principles and concepts of chemistry and their relations to representative elements and their compounds. This course starts with atoms, builds atoms into compounds, and then begins talking about the way in which elements and compounds behave. Foundational elective in the Science Minor for Education Majors. Prerequisite: CHE-110 with grade of "C" or better; Math SAT 480 or above, ACT 21 or above, AND high school chemistry (1 year). Co-requisite: CHE-125L.

CHE 125L - General Chemistry I Lab (0)

Laboratory study of basic principles such as stoichiometry, thermodynamics, and spectrophotometry. The experiments will aid in the understanding of common laboratory techniques, data analysis and legal/ethical issues of laboratory record keeping. This lab is taken as a co-requisite to CHE-125.

CHE 126 - General Chemistry II (5)

A study of the fundamental principles and concepts of chemistry with an emphasis on solutions and equilibria. Topics covered include acid/base chemistry, oxidation/reduction reactions, thermodynamics, and nuclear chemistry. Prerequisite: CHE-125 or equivalent. Co-requisite: CHE-126L.

CHE 126L - General Chemistry II Lab (0)

Laboratory study exploring topics in parallel with lecture course along with a multi-week qualitative analysis experience. The experiments use techniques from 125L to assist in application of chemical concepts. This lab is taken as a co-requisite to CHE-126.

CHE 232 - Fundamentals of Environmental Chemistry (3)

This course will focus on principles and analysis of chemical movement and distribution in natural environments. Sampling and analytical methods are included for water, soil and air. Consideration of the influence of man on the chemistry of the environment will be addressed. Prerequisite: BIO-125 and CHE-125 with "C" or better.

CHE 235 - Organic Chemistry I (4)

A study of the fundamental principles and concepts in organic chemistry. The course begins by focusing on molecular structure, acidity, physical properties of functional groups, and organic nomenclature. These topics form the basis for understanding and planning nucleophilic substitution and elimination reactions, which are then applied to both synthesis and reactivity of numerous functional groups. The concepts are subsequently applied to addition reactions of alkenes and alkynes. Prerequisites: CHE-126. Co-requisite: CHE-235L.

CHE 235L - Organic Chemistry I Lab (0)

Laboratory study explores the basic operations of organic synthesis and purification as well as natural product isolation. Chemical products are analyzed both by determination of physical properties as well as spectrophotometric analysis. Co-requisite: CHE-235.

CHE 236 - Organic Chemistry II (4)

A study of all the major classes of carbon compounds. First-semester emphasis is on structure and nomenclature with an introduction to elementary reactions and reaction mechanisms. Second-semester emphasis is on reactions, synthesis, and analysis. Prerequisite: CHE-235. Co-requisite: CHE-236L.

CHE 236L - Organic Chemistry II Lab (0)

Lab taken as a co-requisite to CHE-236.

CHE 330 - Inorganic Chemistry (3)

A more advanced course which explores the properties of the transition elements. Topics will include the Schrodinger wave equation, states of atoms, crystal field/molecular orbital theory, coordination chemistry, and organometallic chemistry. Prerequisite: CHE-235.

CHE 350 - Analytical Chemistry (4)

An introduction to the theory and methods of chemical separations and quantitative determinations. An emphasis is placed on understanding chemical equilibria of all forms. The first half of the course will focus on statistical treatment of data, equilibrium theory, or titrimetric analyses. The second half of the course will focus on instrumental techniques involving electrochemistry, spectrometry, and chromatography. Prerequisites: CHE-126. Co-requisite: CHE-350L.

CHE 350L - Analytical Chemistry Lab (0)

A laboratory experience coordinated carefully with CHE-350 to expose students to hands-on applications of chromatography, spectroscopy, electrochemistry, and titrimetric methods of analysis as they are used to solve problems typically dealt with in modern laboratories. Manipulation and interpretation of the data obtained from the laboratory experiments will result in a variety of deliverables tailored to the scenario in the problem. Taken as a co-requisite to CHE-350.

CHE 399H - Honors College Thesis- Chemistry (3)

Work with a faculty mentor and in cooperation with an Honors College advisor, producing a research thesis or creative project.

CHE 430 - Biological Chemistry I (3)

A study of the chemistry of life processes. The first half of the course will focus on the structure and function of macromolecules and primary metabolites. Topics will include amino acids, proteins, enzymes, carbohydrates and lipids. The second half of the course will focus on major metabolic pathways and their regulation. Designed for chemistry and biology majors who intend to do graduate work related to this area. Prerequisite: CHE-236 (or CHE-235 and permission of instructor).

CHE 432 - Biological Chemistry II (4)

A continuation course which builds on the fundamental concepts from Biological Chemistry I. Topics will include biosynthesis of different classes of biological molecules including lipids and amino acids as well as nucleic acids and DNA. Protein synthesis, gene regulation and recombinant DNA technologies will also be emphasized. Prerequisite: CHE-430. Co-requisite CHE-432L.

CHE 432L - Biological Chemistry II Lab (0)

Lab taken as co-requisite to CHE-432. Provides experiences with some of the techniques used to study proteins, lipids and nucleic acids.

CHE 440 - Physical Chemistry I (3)

This course covers the basic laws of thermodynamics and their application to various systems (pure substances, mixtures, and multiple phases). Electrochemistry and kinetics is also covered at a basic level. Prerequisites: PHY-222, MAT-254, and CHE-126.

CHE 450 - Physical Chemistry II (3)

An introduction to quantum mechanics and applications to atomic and molecular structure. Topics include rotational, vibrational and electronic spectroscopy as well as methods for solving the Schrodinger equation. Prerequisite: CHE-440.

CHE 461 - Physical Chemistry Lab (1)

An introductory laboratory experience in methods and instrumentation used in the determination of physical and chemical properties of matter. This course includes experiments that are applicable to thermodynamic, kinetic and quantum mechanical properties of chemical systems. Co-requisite: CHE-450.

CHE 475 - Independent Learning in Chemistry (1 to 3)

Individually arranged reading, problem solving, or research in advanced chemistry. Prerequisite: Permission of instructor.

CHE 490 - Chemistry Senior Seminar (1)

This course is intended to help science majors to synthesize, integrate, and apply their scientific understanding. The course will focus on advanced topics and on the ethical and social implications of science. Some emphasis will be given to research and to written and oral communication skills as used in the sciences. The Major Field Achievement Test in chemistry may be administered as a part of this course. The course is required of all majors. Prerequisite: Senior standing, science major, and completion of at least one course in the major at or above the 300 level.

CHE 495 - Research in Chemistry (1 to 3)

Students will engage in original research under the direction of a faculty member. This course may be repeated but only two credits total may be applied toward a chemistry major or minor. Prerequisite: Permission of instructor.

CHI - Mandarin Chinese**CHI 117 - Beginning Mandarin Chinese I (3)**

Includes learning basic vocabulary and expressions in the Mandarin-Chinese language. Meets the General Education intercultural competency provided it is passed by a grade of "C" or above.

CHI 118 - Beginning Mandarin Chinese II (3)

Continues to build knowledge of the Chinese language in pronunciation, speaking, reading, writing, and grammar. Also include instruction and experience in Chinese culture and social customs. Will enable students to communicate with Chinese people and to have a foundation for higher level Chinese language study. Prerequisite: CHI-117 or equivalent.

CHI 237 - Intermediate Mandarin Chinese I (3)

Students develop language learned at the beginning level with further fluency, accuracy, and complexity, and also learn new language appropriate for the intermediate level. All 4 language skills (listening, speaking, reading, writing) are covered. Prerequisites: CHI-117 and CHI-118 or equivalent (placement test, AP Chinese with score of 3, or transfer credit).

CHI 238 - Intermediate Mandarin Chinese II (3)

Students continue learning Mandarin-Chinese language appropriate for the intermediate level, and continue developing the 4 language skills (listening, speaking, reading, writing) up to intermediate-level proficiency. Prerequisite: CHI-237 or equivalent (placement test or transfer credit; note AP Chinese score of 4 or 5 gives credit for CHI-237 and CHI-238).

CHN - Community Health Nursing**CHN 528 - Biostatistics (3)**

Focuses on examination and application of statistical methods used in behavioral and social science research and the public health sciences.

CHN 590 - Nursing Investigation (3)

Structured investigation of a research problem pertinent to advanced practice nursing. Prerequisite: CHN-515.

CHN 592 - Applied Nursing Capstone Project (3)

Students demonstrate the scholarship of application through the development and implementation of an applied nursing project in a specific community health or primary care practice arena. Prerequisite: CHN-515.

CHN 595 - Nursing Investigation Continuation (0)

Continuation of the process involved in completing the requirements for CHN-590, Nursing Investigation.

CHST - Church History**CHST 500 - Global Christian History (3)**

This course surveys the progress and development of Christianity around the world from its inception to the present day, with special attention to the rise and anticipated dominance of two-thirds world Christianity in the southern hemisphere.

CHST 521 - American Christianity (3)

A survey of significant events and ideas in American religion from Colonial times to the present. Particular attention will be given to the development of denominationalism, revivalism, and fundamentalism in the context of cultural and theological trends. (Historical/Doctrinal)

CHST 536 - Wesleyan Church History and Polity (3)

A study of the history of The Wesleyan Church and its current polity, with the past providing a basis of discussion for the future direction of the church. Students will explore the foundational work of John and Charles Wesley and the Methodist movement, along with the various abolitionist and revivalist streams that flowed into the denomination, with the history of a local Wesleyan church as a case study. Students will also explore the nature, meaning, and value of The Discipline, with particular attention on the constitution of The Wesleyan Church and its impact on local churches today.

CHST 580 - Global Christian History (3)

This course surveys the progress and development of Christianity around the world from its inception to the present day, with special attention to the rise and anticipated dominance of two-thirds world Christianity in the southern hemisphere.

CHST 500ES - Global Christian History (3)

This course surveys the progress and development of Christianity around the world from its inception to the present day, with special attention to the rise and anticipated dominance of two-thirds world Christianity in the southern hemisphere.

CIS - Computer Information Sciences

CIS 110 - Introduction to Computing Concepts (3)

A course designed to increase the student's understanding and use of personal computers. Intended for novice users, the course provides an introduction to hardware and software with special attention to the use of productivity tools such as spreadsheets, databases, and networks. An overview of major computer components is included. This course counts toward general education science credits (as a non-lab science course). This class does NOT meet the general education math/computer requirement, nor does it apply toward a computer major or minor. Credit is not given to any student who has previously completed six credits in CIS courses.

CIS 117 - Essential Foundations for Computing (3)

This course provides a backdrop of essential topics for computer major students. Classroom lecture format is used to provide an overview of selected topics from discrete mathematics, fundamentals of desktop computer operating systems and standard office applications, and an introductory experience in writing technical papers at the college level. The new computing major student will begin to be acclimated to the social fabric of the Department, and intentional introduction made to upper division students in the majors. Finally, an overview of the computing curricula available will be given. Meets the general education math/computer requirement. Prerequisite: a declared computing major or minor.

CIS 121 - Introduction to Programming (3)

The study of computing can be viewed as the science of knowing how to solve problems. This first course in writing computer programs provides a useful approach to problem solving which is applicable in many areas of life. An introductory programming language will be used to teach skills in algorithmic design of solutions to problems. No prior experience in programming is necessary, but the student should be familiar with basic computer terminology and use of applications such as word processors and electronic spreadsheets. Meets the general education math/computer requirements. This course does not apply toward a computer major or minor. Credit is not given to any student who has previously completed six credits in CIS courses. Prerequisite: Satisfactory completion of the mathematics preparatory requirement.

CIS 122 - Introduction to Web Programming (3)

A course designed to increase the student's understanding of computers and insure a hands-on lab environment for web page programming. This course is intended for the student who knows how to use software such as word processing and electronic spread sheets, but is interested in learning the web page creation process including contemporary web development tools such as HTML and JavaScript. The use of automated support tools will be minimized. The course also supplies an introduction to hardware, software and other major computer components. Meets the general education math/computer requirement. Prerequisite: Satisfactory completion of the mathematics preparatory requirement.

CIS 125 - Introduction to Computer Sciences I (3)

This course combines classroom instruction with weekly, supervised laboratory work to teach an introduction to computer science including structure programming. Special attention is given to the study of problem-solving processes in the context of algorithmic development. Programming topics include text processing, mathematical manipulation, array processing and code reading. Overview treatment of the history of computing and other general computer science topics like the binary numbering

system, data storage, and operating systems will be covered. Meets the general education math/computer requirement. Prerequisite: Satisfactory completion of the mathematics preparatory requirement.

CIS 126 - Introduction to Computer Sciences II (3)

This course continues the development of programming skill using a combination of classroom instruction together with weekly supervised laboratory work each week to stress problem solving through computer programming. Algorithms for information retrieval, file handling, sorting, searching, dynamic storage, allocation and introductory data structures are presented. Good algorithm design, style, program structure, documentation code reading, and introductory software engineering techniques are emphasized. Additional topics include the branches of study in the discipline of computer science, as well as coverage of social and ethical implications of current and future development in computer usage. Meets the general education math/computer requirement. Prerequisite: CIS-125.

CIS 175 - Independent Learning in Computer Languages (1 - 2)

A course designed to allow individualized study of a specific programming language. An application project is required that demonstrates proficiency in the major features of the selected language. Prerequisite: Permission of instructor.

CIS 221 - Data Structures (3)

A study of data organization and processing in the context of abstract data types. This course combines classroom instruction with weekly supervised laboratory work to cover topics including pointers, lists, strings, stacks, queues, trees, searching, and sorting. It is taught against the backdrop of a modern programming language. Prerequisite: CIS-126.

CIS 222 - Object Oriented Programming (3)

An introduction to object-oriented programming techniques, using a contemporary programming language. This course combines classroom instruction with weekly supervised laboratory work to cover topics such as object-oriented design, classes and methods, inheritance, polymorphism, templates, software reuse, and the event-driven programming. Prerequisite: CIS-126.

CIS 225 - Systems Analysis (3)

A study of the knowledge and skills needed for creating or modifying an information system. Central concepts include gathering details, analyzing the data, designing the system by creating solutions, and implementing and maintaining the system. Prerequisite: Sophomore standing.

CIS 236 - Machine Structures and Programming (3)

An introduction to assembly language programming along with associated concepts of machine architecture and design. Topics include the organization of the CPU and peripheral equipment, addressing techniques, segmentation and linkage, macro assembly, assembler construction, interrupts, and timing. Prerequisite: CIS-125.

CIS 241 - Topics in Scientific Programming (1 - 4)

A course in techniques and concepts used in scientific applications of computers. Topics may include computer hardware, machine language, numerical and statistical techniques, computer simulation, and graphics. Prerequisites: CIS-221, CIS-236, and MAT-253.

CIS 250 - Internet Programming (3)

A beginning course in Internet Programming. Special emphasis will be given to learning current and emerging server side languages and technologies how they are utilized with other web conventions. Students should be familiar with basic web languages such as HTML and Javascript. Prerequisite or Co-requisite: CIS-221 or CIS-222.

CIS 290 - Local Area Networks (3)

This course introduces the concepts and technologies in a local area network. The content will cover the theoretical foundation such as networking topologies, networking theoretic models, communication protocols, networking operating systems, and network administration. This course also gives students an opportunity to build and maintain a local area network. Prerequisite: CIS-125.

CIS 296 - Studies in Computer Information Systems (1 to 3)

A course in topics of current interest in Computer Information Systems. Specific content varies term by term. Prerequisite: Permission of instructor.

CIS 320 - Introduction to Software Engineering (3)

This course provides an introduction to the process of developing large scale software systems. Included is the study of the procedures and tools of software engineering. Concepts introduced are software life-cycle models, quality factors, requirements analysis and specification, software design (functional design and object-oriented design), implementation and testing.

Prerequisites: CIS-221 or CIS-222, and CIS-225.

CIS 325 - Analysis of Algorithms (3)

This course provides an introduction to analyzing the time and space requirements of algorithms. Topics include the design techniques for efficient algorithms; induction, recursion, and divide-and-conquer; greedy algorithms; graph algorithms; network problems; and an introduction to intractable (NP-hard) problems. Prerequisite: CIS-221 or CIS-222.

CIS 330 - Software Testing: Verification And Validation (3)

This course provides a study of the process of testing software systems, including the tools, methods, and current practices used in assessing the quality and correctness of software. Topics and issues covered include the roles of testing and formal verification, planning and documentation for quality assurance, methods of performing technical reviews, strategies of system testing and integration planning, and principles and practices used in conducting tests. Pre- or co-requisite: CIS-320.

CIS 336 - Programming Languages (3)

A course designed to analyze and evaluate the important concepts in current programming languages. Emphasis is placed on the functional constructs which define all languages. Students are expected to learn several languages and write programs which illustrate their distinguishing features. Prerequisites: CIS-221 and CIS-222. One of these may be taken concurrently as long as the other is already completed.

CIS 340 - Internet Database Programming (3)

This course introduces the concepts and techniques necessary to incorporate database applications and content into web applications. Topics to be covered include an overview of DBMS technologies, using client-side tools to access server-side databases, and N-tier web application development. Emerging tools, including object-oriented databases will be discussed.

Prerequisites: CIS-382.

CIS 342 - Computer Network Fundamentals (3)

This course studies computer networks from the point of view of the Local Area Network and network interconnection. An overview of the TCP/IP layer models is presented with emphasis on packet transfer across networks. Common applications such as electronic mail, file sharing, web servers, Instant messaging and VIOP are considered. Real world protocols are covered and contemporary network operation systems are reviewed. The role of the network administrator is covered regarding network security, disaster prevention and recovery. Prerequisite: CIS-221 or CIS-222.

CIS 344 - Computer Network Security (3)

This course covers penetration-testing tools and techniques that ethical hackers and security testers use to protect computer networks. This course provides a structured knowledge base for preparing security professionals to discover vulnerabilities and recommend solutions for tightening network security and protecting data from potential attackers. Prerequisite: CIS-221 or CIS-222.

CIS 346 - Computer Networks Data Communication (3)

This course examines how the fundamentals of data communication operate in a distributed computing environment. It focuses on packet switched networks and virtual circuit networks, including a layered approach to network design and coverage of the TCP/IP model, and internetworking with router-based architecture, IP addressing, datagram encapsulation and fragmentation, transmission via UDP and TCP, and application level protocols such as Telnet, FTP, SMTP and others. Also, provides coverage of general topics and such as routing error handling, security and encryption. Prerequisite: CIS-342.

CIS 350 - Computer Applications-Business (3)

A course emphasizing computer applications in a business environment. Includes case studies, field trips, and programming projects. Prerequisites: CIS-116 and CIS-225. Prerequisite or concurrent enrollment: ACC-202.

CIS 361 - Assembly Programming (3)

An introduction to assembly language programming along with associated concepts of machine architecture and design. Topics include the organization of the CPU and peripheral equipment, addressing techniques, segmentation and linkage, macro assembly, assembler construction, interrupts, and timing. Prerequisites: CIS-221 or CIS-222.

CIS 362 - Compiler Programming (3)

The course surveys the basic issues of compiler design, beginning with lexical and syntactic analysis and proceeding through code generation, optimization, and error handling. The central activity of the course will be a large programming project. Prerequisite: CIS-221 or CIS-222.

CIS 363 - Concurrent Programming (3)

Topics in the theory of concurrent programming. Models of concurrency. Programming logics. Emphasis on the formal specification and verification of concurrent programs. Prerequisite: CIS-221 or CIS-222.

CIS 373 - Numerical Analysis (3)

A study of the operation, efficiency, and accuracy of numerical algorithmic processes. Topics include rates of convergence, analysis of error, solution of equations, interpolation, numerical integration and differentiation, solution of linear systems, and approximation/curve-fitting. Prerequisites: MAT-254, MAT-280 and CIS-125.

CIS 382 - Database Programming Development (3)

This is a course in Relational Database design and development. Topics include data modeling, database design and Structured Query Language. Current and emerging topics in database systems are also covered. Prerequisites: CIS-221 or CIS-222, and CIS-225.

CIS 385 - Theory of Computation (3)

This course provides an introduction to the classical and contemporary theory of computation. Topics include theory of automata and formal language, computing by Turing machines, Church's thesis, and decision problems. Nondeterminism and NP-hard problems will be considered. Prerequisites: CIS-336 and MAT-254.

CIS 390 - Distributed Systems (3)

This course examines how distributed computing systems operate over computer networks. It introduces fundamentals of data communication, including an overview of the use of physical media to transfer bits, time division and frequency division multiplexing, encoding, modulation, bandwidth, throughput, and noise. It focuses on packet switched networks and virtual circuit networks, including a layered approach to network design and coverage of both OSI and TCP/IP models, and internetworking with router-based architecture, IP addressing, datagram encapsulation and fragmentation, transmission via UDP and TCP, and application level protocols such as Telnet, FTP, SMTP and others. Also, provides coverage of general topics and such as routing error handling, security and encryption. Prerequisites: CIS-221 or CIS-222 and CIS-236.

CIS 396 - Advanced Studies in Computer Information Systems (1 to 3)

A course in advanced topics of current interest in Computer Information Systems. Specific content varies term by term. Prerequisite: Permission of instructor.

CIS 399H - Honors Thesis/Project (3)

Work with a faculty mentor and in cooperation with an Honors College advisor, producing a research thesis or creative project.

CIS 421 - Advanced Software Engineering (3)

A continuation of the study introduced by CIS-320. The student will consider why application of engineering principles to the development of large software systems effects higher quality software development. Current practices regarding software requirements methodologies and system design, documentation standards, software project management, verification and validation techniques will form the basis of the course, to be demonstrated by a class team project in designing a system. Possible additional coverage of software security considerations, software quality assurance documentation and computer human interfaces may be included. Prerequisite: CIS-320.

CIS 425 - Operating Systems (3)

This course provides an introduction to computer operating systems and analysis of operating system architectures. Included are consideration of the topics of processes, inter-process communication and synchronization; CPU job scheduling, memory

and input/output device management; file system management; virtual memory; and mutual exclusion and deadlocks. Prerequisites: CIS-221 or CIS-222, and CIS-236.

CIS 430 - Requirements Engineering and Specifications (3)

This course is a study of the requirements phase within the development of large scale software systems. Topics covered include: requirements elicitation, prototyping, and requirements inspections. Specifying software behavior for state-oriented, function-oriented, and object-oriented models, as well as non-behavioral requirements; and refinement of requirements into preliminary design. Prerequisite: CIS-320.

CIS 435 - Software Process and Quality Assurance (3)

This is a course focusing on the process of software development. Coverage includes software metrics, predicting reliability, version control and configuration management. Software design concepts such as reusable components, change during development in response to new requirements, software maintenance and reverse engineering will also be addressed. Prerequisite: CIS-320.

CIS 440 - Advanced Internet Concepts (3)

This is a culminating course for the Internet Development track. Topics explored will depend on current development and research interests of the students. The students will deeply explore one or two major trends on the Internet and share that information with the rest of the class. Cutting edge developments will be studied. Ethics, Internet security and strategies for staying current will also be studied. Prerequisite: CIS-382.

CIS 450 - Ethics in the Computer Society (3)

This is an independent writing course in which the student will explore various topics in business and personal ethics. Special emphasis will be placed on how certain facets of ethical practices are impacted by the use of computers in society. This course provides upper-level students an opportunity to hone writing skills as well as reflect on their personal integration of faith and learning. Prerequisite: Permission of instructor.

CIS 452 - Programming for E-Commerce (3)

This course examines the issues involved in bringing the full range of business transactions to the Internet and World Wide Web. Provides an in depth introduction to storefront user interface, shopping cart, catalogs, certificate authority, order management (order form, order status and order initialization), payment methods and authorization, secure transactions and database storage objects. Additional topics include on-line ordering, transaction security, and digital currencies. Prerequisite: CIS-340.

CIS 475 - Independent Learning in Computer Information Systems (1 to 4)

A course designed to allow individualized research or problem solving in Computer Information Systems. Prerequisite: Permission of instructor.

CIS 480 - Applied Software Development Project (3)

A capstone course in which the student will design, program, verify, and document a special project assignment selected in consultation with the instructor. The student will work independently under the guidance of a supervisor familiar with the needs of the project. Prerequisite: A declared computer major, at least 90 total credits, a submitted application to graduate, and approval of one's computer academic advisor.

CIS 482 - Senior Project I (2)

A capstone course in which the student will study, research, design, program, verify, and document a special project assignment selected in consultation with the instructor. Student will work independently under the guidance of a supervisor familiar with the needs of the project. Each student will be required to make at least one oral presentation. Prerequisite: Senior status in a Computer Information Systems or Computer Science major.

CIS 490 - Senior Seminar (1)

A course to foster independent study and research skills and pursue topics of current interest in the field of Computer Science. Each student will be required to make at least one oral presentation. Prerequisites: Completion of CIS-480; to be taken in final semester.

CIS 492 - Senior Project II (2)

A continuation of CIS-482 (Senior Project I). Students will be responsible for completion of coding, implementation and testing of software package begun in CIS-482 (Senior Project I). In addition, students will present their work at a symposium at the end of the course. Prerequisite: CIS-482.

CIS 497 - Practicum in Computer Information Systems (1 to 3)

Individually arranged work assignments designed to give practical work experience in the use of computer systems. Prerequisite: Permission of instructor.

CIS-Computer-Information-Sciences

CIT - Computer Informatn Technology

CIT 112 - Computer Information Technology (3)

This course provides students with an overview of Computer Information Systems, its history, current computer technology, and future trends. There will be a lot of discussion on a variety of interesting topics. It also concentrates on the basic structure of microcomputer, its hardware, and software.

CIT 120 - Introduction to Programming Concepts (3)

This course teaches basic concepts of computer programming languages, including both structured and object oriented programming languages. Several typical programming languages will be introduced. Examples will be used to show students how to apply the computer programming techniques to solve typical business application problems.

CIT 140 - Operating Systems Concepts (3)

This course introduces the history of operating systems and several typical operating systems. It teaches basic concepts and important components of microcomputer operating systems. Specific attention will be given to the usage of the Microsoft Windows operating systems.

CIT 220 - Desktop Applications (4)

This course is designed to give students a firm foundation in current desktop application software. Specific attention will be directed at software utilizing word processing, spreadsheet, presentation, and database functionality. This course will give students a firm underpinning with which to pursue applicable certifications.

CIT 260 - Database Concepts (3)

This course introduces the basic terminology and concepts of databases, including data modeling, database models, and database design principles. Attention will also be given to the most popular relational database management systems (RDBMS) and the Structured Query Language (SQL). A popular desktop database application will be used as a tool in database design, use, maintenance, and management.

CIT 262 - Network Communications (3)

This course will provide a basic understanding of data communication and network technologies. It will also help students to further gain practical experience on network problem identification, troubleshooting, and general support of networks.

CIT 270 - Basic Web Design and Development (3)

This course provides a foundational understanding of web design and development. Topics include planning a website, tools available, typography, images, multimedia and maintenance. Emphasis will be placed on understanding current and future trends of web design and development through meaningful discussion and research.

CIT 272 - Hardware and Software Troubleshooting (3)

This course covers hardware and software installation, configuration, and trouble shooting. Hardware repair and diagnosis will be addressed, and software patch/fix will also be discussed.

CIT 280 - Project Management and Integration - Capstone (3)

This course introduces the basic concept of project management and integration. By using typical business examples students will study the principles of service calls and customer relations skills. It will also introduce the software development life cycle and its related phases. Project management and planning software will be addressed and project documentation will be introduced. A summary project will allow students the opportunity to demonstrate design, implementation, and project management skills.

CNS - Counseling**CNS 310 - Counseling Theories for the Faith Community (3)**

This course will investigate a range of counseling theories and techniques to prepare parish nurses/ministry caregivers to assist individuals and families to deal with the complexities of life. Skills for assessing and helping different age groups will be included. Experiential or virtual learning will be part of this class. Prerequisite: PSY-150

CNS 312 - Counseling Interventions for the Faith Community (3)

This course will provide the parish nurse/ministry caregiver with the necessary skills to collaborate with community and professional agencies. Helping with specific family problems will be explored. Self-care for parish nurses/ministry caregivers will also be included. Experiential or virtual learning will be part of this course. Prerequisite: PSY-150

CNS 501 - Human Growth and Development (3)

The study of individual and family development across the life span. An examination of cognitive, affective, personality, and moral development throughout life and family life-cycle stages. Attention is given to cultural, gender, and spiritual influences on development.

CNS 502 - Multicultural Counseling (3)

The study of the social and cultural foundations of the behavior of individuals, families, and diverse groups. Strategies that promote understanding and effective intervention will be stressed.

CNS 503 - Theory and Techniques in the Helping Relationship (3)

An investigation of the major counseling theories and their applications to the helping relationship. Major therapeutic techniques are studied, practiced, and applied to various theories.

CNS 504 - Theory and Techniques in Group Counseling (3)

The study of group theories, dynamics, process, and stages. Group roles and leadership are examined as well as basic and advanced group interventions. Students are required to participate in a therapy group while enrolled in this class. Prerequisites: CNS-503 or by permission of the instructor.

CNS 505 - Theory and Techniques in Career Counseling (3)

An investigation of career development theory including career decision-making; gender, family, and social/cultural issues, and the use of techniques and assessment instruments that facilitate lifelong career development.

CNS 506 - Appraisal of Individuals (3)

Studies that provide an understanding of the evaluation of individuals and groups. An investigation of appraisal methods that include validity, reliability, and psychometric statistics. Students will be completing several instruments on themselves which will facilitate self-awareness.

CNS 507 - Research and Evaluation of Methods and Practice (3)

Studies that provide a broad understanding of quantitative and qualitative research designs, research reporting and evaluation, and the use of computers in data collection and analysis.

CNS 508 - Legal, Ethical and Professional Issues (3)

An examination of professional roles and responsibilities with regard to the counseling profession. Includes ethical, legal, and biblical standards for conduct, professional organizations, credentialing, and developing a plan for lifelong professional and personal development and integrity.

CNS 509 - Integration of the Theory and Practice of Christian Counseling (3)

A study of integration models and the application of these models to the practice of Christian counseling. This study includes integration at the presupposition, theoretical, empirical and application levels. Additional emphasis is given to the use of prayer, scripture, healing, and deliverance. Prerequisites: CNS-501, CNS-502, CNS-503, CNS-504, CNS-508 or by permission of the instructor.

CNS 511 - Issues in Addiction Recovery (3)

Issues In Addiction and Recovery is an introduction and general overview to the major areas of substance abuse counseling and behavioral syndromes. This course will focus on areas of pharmacology, neurology, assessment, treatment protocol documentation, and differentiation between process and substance addictions. The course will also review gender, developmental, group and family counseling dynamics, and program administration. Special addiction issues will examine cultural, gambling, eating disorders, sexual addiction, and co-occurring disorders.

CNS 512 - Psychopharmacology (3)

The basic classifications and indications of commonly prescribed psychopharmacological medications. The study of the appropriate uses of these medications, as well as the identification of their effects and side effects.

CNS 513 - Spiritual Formation and Direction (3)

The study of the development and practice of spiritual growth. An emphasis will be placed on the application of the spiritual disciplines such as prayer, meditation, study, solitude, etc. Personal application, as well as directing the spiritual growth of others, will be stressed.

CNS 516 - Advanced Integration of Psychology and Theology (3)

The study of the advanced integration of psychology and theology including an in-depth examination of the use of the Bible and prayer in the counseling relationship and the doctrine and application of the person and work of the Holy Spirit.

CNS 519 - Theories and Techniques of School Counseling I (3)

The study of the role and function of the school counselor as a professional team member. The various roles of the school counselor will be presented within a comprehensive framework. Special emphasis will be given to the role of the school counselor as consultant, counselor, and coordinator.

CNS 520 - Sexuality, Intimacy and Gender (3)

The study of human interaction in relationships with emphasis on intimacy and sexuality. Additional areas of study would include gender issues, sexual disorders, sexual orientation, and sexual abuse. Strategies for counseling intervention will be explored.

CNS 522 - Foundations in Clinical Mental Health Counseling (3)

This course offers students a comprehensive introduction to clinical mental health counseling. The history and philosophy of mental health counseling, including professional identity, legal and ethical considerations, and credentialing are explored. Students gain an understanding of models and theories related to mental health counseling as well as the operation of mental health services and programs. Additional emphasis will be placed on pastoral counseling and church settings. Prerequisites: CNS-501, CNS-503, and CNS-508.

CNS 523 - Clinical Mental Health Assessment and Intervention (3)

This course provides students with the knowledge and skills necessary to complete clinical mental health assessments and diagnostic interviews. Students learn various assessment techniques for individuals, couples, families, children, and adolescents. Emphasis will be placed on mental status examinations and procedures for ensuring the safety of suicidal clients. This course will also explore theory and practice of various crisis intervention models and the use of emergency management systems. Culturally responsible interventions for clients and communities will also be explored. Prerequisite: CNS-522

CNS 524 - Ecological Counseling and Prevention (3)

This course is designed to provide students with an understanding of the impact of ecological systems on consumers of mental health services. An examination of preventive counseling and positive psychological theories will be explored. The ecological view of diagnosis and assessment will be emphasized and a wellness model of counseling is considered. In addition, theoretical models of consultation and advocacy within the community and clinical mental health settings are presented. Prerequisite: CNS-522.

CNS 525 - Contemporary Issues Seminar (1 to 3)

This course will supply theoretical and practical direction to contemporary issues. Attention will be given to etiology, theory, research and practice. Topics will be discussed from psychological and Christian perspectives, with an eye towards how therapists can more helpfully conceptualize and respond to various relevant issues. Topics will vary to meet the needs/interests of students, professors, and contemporary culture.

CNS 527 - Child and Adolescent Development and Treatment (3)

The purpose of this course is to equip future counselors to effectively respond to the unique needs of children and adolescents in a variety of settings. Developmental theory, interventions, and prevention strategies will be presented relevant to this population. Coordination and consultation will be encouraged in order to respond to the needs of the child and adolescent using a comprehensive team approach.

CNS 529 - Theories and Techniques of School Counseling II (3)

Theories and Techniques of School Counseling II is a continuation of the first course, Theories and Techniques of School Counseling I, and will include additional tools for building and sustaining a successful school counseling program. While School Counseling I focused on the role of the school counselor, this course builds on that introductory course with philosophy and mechanics of building relationships with key individuals and groups in the school community. Additionally, it will help establish tools for developing and maintaining your counseling office, assessing and meeting needs in the community, improving in consultation and collaboration skills, and using technology. You will also explore theories, best practices, and integrating Biblical principles into your school counseling program. Prerequisite: CNS-519 or by permission of instructor.

CNS 533 - Psychopathology (3)

The principles of etiology, diagnosis, treatment, and prevention of mental and emotional disorders. An examination of the assessment and interpretation of mental disorders as outlined in the Diagnostic and Statistical Manual of Mental Disorders (DSM IV).

CNS 534 - Understanding Addictions for the Greater Good (3)

This course will address major themes (concepts) in the field of addictions and how these themes might be connected to the student's evolving sense of "life calling." A Christian understanding of the human dilemma of addiction and healing will be developed. It is intended to be a practically oriented survey course, which offers a useful overview of the field of addictions integrated with the concept of life calling. The course is for individuals who are currently employed in counseling, ministry, or other helping professions and who find themselves in need of additional knowledge and training in the area of addictions. Perhaps there will be others who will also take this course as a means of understanding addictions in terms of their personal, relational, and family experiences.

CNS 535 - Theories and Treatment of Addiction (3)

The major theories and accepted treatment options of addiction and other compulsive behavior syndromes will be examined. Students will critically evaluate the major theories and treatment methods of addiction counseling to formulate their own working theory and treatment approaches of addictions counseling. Prerequisite: CNS-511.

CNS 538 - Theory and Practice of Play Therapy (3)

This course is an introduction to the field of play therapy for both graduate students and clinical practitioners working with children, adolescents and adults. This course will familiarize participants with the history of play therapy, its primary theoretical models, and general applications. This class will provide hours that can be applied to therapy instruction necessary to become a Registered Play Therapist (RPT).

CNS 541 - Foundations of Marriage and Family Therapy (3)

This course serves as an introduction to the field of marriage and family therapy and is designed to help students conceptualize the family in systemic terms. It includes history and development, key underpinnings and concepts, techniques, and an overview of the theoretical models typically used in the field of marriage and family therapy as well as pertinent sociological theories of the family. A focus will be on the cultural and spiritual contexts and how these impact couples and families. Upon completion of the course students should be well oriented to the discipline and equipped to pursue more advanced studies in family therapy. Prerequisites: CNS-501, CNS-502, CNS-503 and CNS-504.

CNS 542 - Major Models of MFT I: Theory Assessment, and Application (3)

This course is designed to further the student's knowledge of the history, theory, techniques of marital and family therapy. The focus is on the underlying philosophy, theory, and practice of classic approaches to marital and family therapy as they inform the professional identity and practice of the therapist. Throughout the class, social, cultural, spiritual and ethnic diversity will be addressed with attention to their impact on resources available to families. Prerequisite: CNS-541.

CNS 543 - Major Models of MFT II: Theory, Assessment, and Application (3)

This course examines widely implemented and empirically validated postmodern marriage and family theory and treatment approaches. There is an emphasis on integrating knowledge and practice of marriage and family theory in the process of treating couples and families. The postmodern movement and its influence on the family, family therapy and theories will be examined. Throughout the class, social, cultural, spiritual and ethnic diversity will be addressed with attention to their impact on resources available to families. Prerequisite: CNS-542.

CNS 544 - Graduate Capstone Project (3)

A directed, independent research project designed by the student, in cooperation with a faculty member. The project includes considerable research resulting in a publishable paper and/or presentation. This course is normally taken toward the end of the student's program. Prerequisite: by permission of instructor.

CNS 545 - Counseling Addicted Families (3)

The family systems approach to therapy with addicted people in the context of their families, from the perspectives of addiction and recovery. This will require an understanding of family systems and addictions, and a blending of the two. Prerequisite: CNS-511.

CNS 546 - Major Models of MFT III: Theory, Assessment, and Application (3)

This class will explore challenges facing today's contemporary family. A significant part of the class is devoted to understanding and treating normative and catastrophic stress in the context of individuals, families, and society. Theoretical biological, emotional, and spiritual wellness will be emphasized. Effectiveness research literature as it relates to marriage and family therapy across a multitude of disorders and populations will be presented. Throughout the class, social, cultural, spiritual, and ethnic diversity will be addressed with attention to their impact on resources available to families. This class will culminate in the development and writing of a personal philosophy of marriage and family therapy. Prerequisite: CNS-543.

CNS 550 - Supervised Practicum (3)

This course provides students with a supervised counseling experience in the graduate counseling clinic providing the opportunity to practice individual and group counseling skills. The 100-hour practicum includes a minimum of 50 direct contact hours (10 of which are group hours) and weekly individual and group supervision. Prerequisites: CNS-501, CNS-502, CNS-503, CNS-504, CNS-508, and CNS-533.

CNS 550D - Supervised Practicum (3)

A supervised counseling experience in the graduate counseling clinic providing the opportunity to practice individual and group counseling skills. The 100-hour practicum includes a minimum of 40 direct contact hours and weekly individual and group supervision. Prerequisites: CNS-501, CNS-502, CNS-503, CNS-504, CNS-508, and CNS-533.

CNS 550S - Supervised Practicum (3)

A supervised counseling experience in the graduate counseling clinic providing the opportunity to practice individual and group counseling skills. The 100-hour practicum includes a minimum of 40 direct contact hours and weekly individual and group supervision. Prerequisites: CNS-501, CNS-502, CNS-503, CNS-504, CNS-508, and CNS-533.

CNS 551 - Supervised Internship (3)

This course provides the opportunity to practice and provide a variety of counseling related activities in an off-campus setting that would normally be expected of a regularly employed staff member. The 300-hour practicum includes a minimum of 120 hours of direct service (150 for MFTs) and weekly individual and group supervision. Graded on a CR/NC basis. Prerequisite: CNS-550.

CNS 551A - Supervised Internship - Clinical Counseling (3)

The opportunity to practice and provide a variety of counseling related activities in an off-campus setting that would normally be expected of a regularly employed staff member. The 300-hour practicum includes a minimum of 120 hours of direct service (150 hours for MFTs) and weekly individual and group supervision. Graded on a CR/NC basis. Prerequisite: CNS-550.

CNS 551C - Supervised Internship Continuation (1 to 3)

The opportunity to practice and provide a variety of counseling related activities in an off-campus setting that would normally be expected of a regularly employed staff member. The 300-hour practicum includes a minimum of 120 hours of direct service and weekly individual and group supervision. Graded on a CR/NC basis. Prerequisite: CNS-550.

CNS 551D - Supervised Internship - Addictions Counseling (3)

The opportunity to practice and provide a variety of counseling related activities in an off-campus setting that would normally be expected of a regularly employed staff member. The 300-hour practicum includes a minimum of 120 hours of direct service and weekly individual and group supervision. Graded on a CR/NC basis. Prerequisite: CNS-550.

CNS 551M - Supervised Internship - Marriage and Family Therapy (3)

This course provides students with the opportunity to practice and provide a variety of counseling related activities in an off-campus setting that would normally be expected of a regularly employed staff member. The 300-hour practicum includes a minimum of 150 hours of direct service and weekly individual and group supervision. Graded on a CR/NC basis. Prerequisite: CNS-550.

CNS 551S - Supervised Internship - School Counseling (3)

The opportunity to practice and provide a variety of counseling related activities in an off-campus setting that would normally be expected of a regularly employed staff member. The 300-hour practicum includes a minimum of 120 hours of direct service and weekly individual and group supervision. Graded on a CR/NC basis. Prerequisite: CNS-550.

CNS 552 - Supervised Internship (3)

This course provides the opportunity to practice and provide a variety of counseling related activities in an off-campus setting that would normally be expected of a regularly employed staff member. The 300-hour practicum includes a minimum of 120 hours of direct service (150 hours for MFTs) and weekly individual and group supervision. Graded on a CR/NC basis. Prerequisite: CNS-551.

CNS 552A - Supervised Internship - Clinical Counseling (3)

See CNS-551A. Graded on a CR/NC basis. Prerequisite: CNS-551A.

CNS 552C - Supervised Internship Continuation (1 to 3)

The opportunity to practice and provide a variety of counseling related activities in an off-campus setting that would normally be expected of a regularly employed staff member. The 300-hour practicum includes a minimum of 120 hours of direct service and weekly individual and group supervision. Graded on a CR/NC basis. Prerequisite: CNS-550.

CNS 552D - Supervised Internship - Addictions Counseling (3)

The opportunity to practice and provide a variety of counseling related activities in an off-campus setting that would normally be expected of a regularly employed staff member. The 300-hour practicum includes a minimum of 120 hours of direct service and weekly individual and group supervision. Graded on a CR/NC basis. Prerequisite: CNS-550.

CNS 552M - Supervised Internship - Marriage and Family Therapy (3)

See CNS-551M. Graded on a CR/NC basis. Prerequisite: CNS-551M.

CNS 552S - Supervised Internship - School Counseling (3)

See CNS-551S. Graded on a CR/NC basis. Prerequisite: CNS-551S.

CNS 553C - Supervised Internship Continuation (1 - 3)

The opportunity to practice and provide a variety of counseling related activities in an off-campus setting that would normally be expected of a regularly employed staff member. The 300-hour practicum includes a minimum of 120 hours of direct service and weekly individual and group supervision. Graded on a CR/NC basis. Prerequisite: CNS-550.

CNS 554 - Advanced Internship (3)

The advanced supervised internship continues to provide opportunities to integrate their knowledge, personal growth, faith and clinical experiences and refine competencies as a counselor/therapist with greater emphasis on professional identity and skill level of an entry level practitioner. The 300-hour practicum includes a minimum of 120 hours of direct service (150 hours for MFTs) and weekly individual and group supervision. Upon completion of the advanced internship, students are ready to enter the field of their chosen specialization. Graded on a CR/NC basis. Prerequisite: CNS-552.

CNS 554A - Advanced Supervised Internship Clinical Counseling (3)

See CNS-554. Graded on a CR/NC basis. Prerequisite: CNS-552A.

CNS 554C - Advanced Supervised Internship Continuation (1 to 3)

The opportunity to practice and provide a variety of counseling related activities in an off-campus setting that would normally be expected of a regularly employed staff member. The 300-hour practicum includes a minimum of 120 hours of direct service and weekly individual and group supervision. Prerequisite: CNS-550.

CNS 554M - Advanced Supervised Internship Marriage and Family Therapy (3)

See CNS-554. Graded on a CR/NC basis. Prerequisite: CNS-552M.

CNS 554S - Supervised Internship - School Counseling (3)**CNS 559 - Thesis Project (3)**

This course will be the culmination of the students graduate course work. The student will assimilate the knowledge and skills from all previous course work to complete a cogent and relevant thesis of individual written research in the area of addictions. The thesis is to be original and should use accepted research methods of inquiry. The thesis will contribute to deeper understanding or new knowledge to the field and professional practice of addictions counseling. The topic of investigation must have signed prior approval of the course professor and the graduate Director of Addictions Counseling. Prerequisite: Permission of instructor and division chair.

CNS 560 - Graduate Counseling-Independent Study (1 to 3)

An individualized study agreed upon by the student and faculty member that allows the student to focus on a specific area of knowledge or service to a particular population. The study would normally include the components of research, theory, and practice with the integration of Christian faith. Prerequisite: by permission of instructor.

CNS 561 - Emotionally Focused Therapy With Couples And Families: Creating Secure Attachment Bonds (3)

Emotionally Focused Therapy for Couples (EFT), a contemporary empirically validated approach, offers a comprehensive theory of adult love and attachment, as well as a process for healing distressed relationships. It recognizes that relationship distress results from a perceived threat to basic adult needs for safety, security, and closeness in intimate relationships. This course will thoroughly explore the theory and application of EFT with couples and families. Emotional engagement and attachment theory will be compared/contrasted to a Christian anthropology of being created as relational beings. This elective is open to all students who have completed Practicum (CNS-550) and are currently enrolled in Internship, or by permission of the instructor.

COM - Communication

COM 100 - Principles of Communication (3)

Analysis and understanding of the human communication process with attention to interpersonal and public applications. Includes interpersonal and group relationship experiences as well as public speaking. Strongly recommended within first 60 hours of any bachelor's degree program.

COM 105 - Communication in Context (1)

A seminar-style introduction to communication studies and its practical applications through giving voice to the stories of others.

COM 110 - Speech Communication (3)

Develops world changing communicators who are effective and ethical creators and consumers of public address both theoretically and practically.

COM 112 - Introduction to Multimedia Storytelling (2)

Fundamental skills in multimedia technology are integrated through various approaches to non-fiction storytelling. Course includes education in basic page design, image manipulation, audio and video production.

COM 113 - Introduction to TV Production (2)

Introduction to multi-camera and single camera television production. Studio equipment, operations, set, lighting and editing are covered with an emphasis on the creative process from scripting to finished product. Class includes field experience with WIWU-TV51.

COM 114 - Intro to Radio Broadcasting (2)

A practical course introducing the student to the operation of radio equipment, and a radio station. Projects are designed to acquaint the student with current radio station requirements. Included is a survey of the major areas of radio history, technical information, program philosophies, regulations, and social effects.

COM 115 - Introduction to Human Communication (3)

Provides students with an understanding of communication encountered in various social settings, with an emphasis on both theoretical and practical aspects. Students will gain an understanding of communication as it affects the individual in message construction, interpersonal interaction, group and organizational settings, public settings, cultural settings, and mass communication settings. Also examines the ethics of communication, and participate in group projects, leading to presentations.

COM 116J - Communication Lab-Journalism (0 to 1)

Provides practical experience working in for The Sojourn, in print and/or online. Requires attendance at weekly story assignment meetings. Labs may be taken for 0 or 1 credit. Graded on a CR/NC basis.

COM 116P - Communication Lab-Public Relations (0 to 1)

Provides practical experience working with on- or off-campus organizations in public relations capacity (e.g., event planning, fundraising, sports information, promotion). Labs may be taken for 0 or 1 credit. Graded on a CR/NC basis.

COM 116R - Communication Lab-Radio (0 to 1)

Provides practical experience working for the university radio station, WIWU-FM, completing technical training, on-air broadcasts, and off-air meetings and activities. Required of all students in their first semester on the radio staff. Labs may be taken for 0 or 1 credit. Graded on a CR/NC basis.

COM 116T - Communication Lab-Theatre (0 to 1)

Provides practical experience working in theatre program productions. Labs may be taken for 0 or 1 credit. Graded on a CR/NC basis.

COM 116V - Communication Lab-Television (0 to 1)

Provides practical experience working for the university television station, WIUW-TV, completing technical training and serving as production crew for the studio and field broadcasts. Labs may be taken for 0 or 1 credit. Graded on a CR/NC basis.

COM 120 - Introduction to Theatre (3)

This course offers an overview and introduction to the understanding and appreciation of dramatic arts by examining foundations of drama, dramatic terminology, and dramatic works, as well as basic techniques of the theatre. Students will gain insight into the imaginative and creative process that makes up the art of theatre. Laboratory hours required.

COM 200 - Convergent Journalism Practicum (1)

Classroom discussion and laboratory work for the university newspaper (print and online), university magazine, and yearbook. Graded on a CR/NC basis.

COM 201 - Public Relations Practicum (1)

Gain practical experience in public relations through working with officially sanctioned groups on campus and with organizations off-campus. Graded on a CR/NC basis. May be repeated, but credit will be assigned for no more than two hours.

COM 209 - Small Group Communication (3)

Provides background and skills related to small group communication theory and practice. Students participate in group projects leading to class presentations. Topics include leadership, discussion, roles, consensus, organization, decision-making, and persuasion. Standards for ethical conduct are considered. Prerequisite: COM-115 or permission of Division.

COM 211 - Introduction to Mass Communication (3)

A survey of the media communication industries, focusing on their historical development in the United States and professional and ethical standards required in media professions.

COM 214 - Radio Production (3)

Principles of audio production are applied to radio station operations. Learn fundamentals of microphone technique and multi-channel digital recording in common radio projects such as commercials and public service announcements. Laboratory work on college radio operation required.

COM 220 - Radio Practicum (1)

Laboratory work for the staff of the university radio station. May be repeated up to a total of three semester hours. Graded on a CR/NC basis.

COM 223 - Communication Graphics (3)

Course provides proficiency in theory and production skills in computer-aided graphic design for the web, print, and for a variety of communication contexts.

COM 224 - Introduction to Newswriting (3)

A survey of the field of journalism, including the news media, the role of reporters, ethics, methods, and operations. Practical application in gathering information and writing news stories through covering campus and University-related activities. Requires field assignments and attendance at newspaper meetings. Prerequisite: ENG-120 or Advanced Standing in English.

COM 226 - Voice and Movement (3)

Course focuses on modern acting techniques to gain greater control over body and voice. Students will explore various techniques for the voice and body to clearly communicate characters to the theatrical audience.

COM 227 - Research Methods in Communication (3)

Introduces students to the research process. Examines how research is planned and designed, explores both quantitative and qualitative methods, introduces the techniques of these methods, and provides experience in conducting original research. Prerequisite: COM-115 or permission of Division.

COM 233 - Principles of Public Relations (3)

Examines the history, roles, functions, purposes, methods, responsibilities, and ethical issues of public relations in various contexts, including corporate, nonprofit, and agency environments. Focuses on how organizations effectively communicate with various publics to achieve specific public relations objectives.

COM 240 - Television Practicum (1 to 2)

Independent, creative work in television or video production. Student will propose a project and work with instructor to accomplish project goals over the course of a semester. May be repeated for a total of 2 hours to count toward major.

COM 250 - Media Scriptwriting (3)

Principles of developing and writing scripts for multiple electronic media including radio, television, and online forms. Emphasis on the common principles applied across media, and developing scripts in coordination with available production techniques. Applications could include commercials, promotions, educational, public service, news and short-form narratives.

COM 251 - Principles of Script Analysis (3)

Explores methods of reading, studying, and analyzing theatrical scripts for production on stage and screen. By concentrating on the script as a vehicle for performance, students understand the script from the perspective of the actor, director, and designer. Extensive writing required.

COM 252 - Beginning Acting (3)

Addresses basic techniques of acting applied to creating contemporary characters, including imaginative, emotional, and sensory responsiveness to realistic dramatic situations. Develops appreciation for the craft of acting, and clear and motivated characters for stage and church worship. Primarily for Theatre majors and minors and related majors; nonmajors by permission from the professor or Division Chair.

COM 270 - Stage Management (3)

A study of the theory and practice of stage management related to resident and touring theatre companies. Involves the study and practice of all aspects of stage management from preproduction responsibilities through rehearsal responsibilities, performances responsibilities, and ultimately the responsibility for closing the show.

COM 272 - Stagecraft (3)

Introduction to scenery, lighting, costume design, technical theater practices, and production management, stressing practical production experience and terminology. Learn to use stools, equipment, and techniques necessary for basic scenery construction, including stock 2-D and 3-D units, weight bearing scenery, properties and basic scene painting techniques. Requires practical production involvement and laboratory hours.

COM 280 - Intercultural Communication (3)

Explores intercultural communication theory and practice within interpersonal, group and public contexts. Topics include similarities and differences in values, language, nonverbal, interethnic/intergroup communication, identity, and adaptation. Students will enhance flexibility with such encounters. Meets General Education requirements for Intercultural Competency.

COM 214CC - Council for Christian Colleges And Universities (1-3)**COM 272CC - Council for Christian Colleges and Universities (1-3)****COM 300 - Communication Research Practicum (1 to 2)**

Guided academic research in communication studies, designed for presentation and publication to external audiences. Requires permission of instructor. May be repeated up to 4 credit hours.

COM 310 - Stage Design for Theatre I (3)

Concentrates on stage design, including set design, set painting, props design, and lighting design. Examines evolution of theatrical design and the development of dramatic forms, various design problems, and research possibilities. Basic work at script analysis from the perspective of a designer expected. Learn basic techniques for drafting, rendering, and model-making, skills that are used to create the stage design for a musical.

COM 314 - Studio Production (3)

Develops production and leadership skills in studio-based, long-form production. Work as a team to develop and produce an original television program for WIWU-TV. Format may vary among studio forms and could include talk, game show, situation comedy or drama. Prerequisite: COM-113 or permission of Division.

COM 315 - Principles of Stage Directing (3)

Explores basic theories and techniques of stage directing for school and professional productions. Through play readings and script analyses, attendance of local performances, and discussion, students develop a basic understanding of the directing process. Direct short scenes to gain an appreciation for the art of directing. Prerequisite: COM-120 or permission of Division.

COM 317 - Theatre History and Dramatic Literature I (3)

A historical and analytical study of theater and drama from its origins to the present. Representative plays from each period of theater history will be studied, noting the interrelationship between scenic and production techniques and dramatic form. Examines cultural and historical elements which have influenced the rise and fall of new dramatic forms and practices. Prerequisite: COM-120 or permission of Division.

COM 321 - Persuasion (3)

This course examines the science and art (theory and practice) of wielding ethical influence interpersonally, corporately, and publicly. Prerequisite: COM-105.

COM 322 - Broadcast Journalism (3)

The process and production of news reporting for radio and television with focus on broadcast writing style. Complete on-air assignments for the university radio station which includes gathering, writing, technical production, and on-air presentation. Prerequisite: COM-224 or permission of Division.

COM 325 - Communication in Business (3)

During this course students will develop communication process skills using conventional and social communication technology. Students will illustrate active listening skills to increase their communication effectiveness in business dealings. In addition, students will develop a systematic, written, and spoken communication plan to successfully convey ideas to diverse audiences. All work will be done from a biblical perspective.

COM 326 - Conflict Communication (3)

This course examines the role of communication in managing interpersonal, group, and organizations conflict. Prerequisite: COM-105.

COM 329 - Media and Society (3)

A critical approach to interpreting media messages is grounded in the study of how messages are constructed, how media industries function and are shaped by social structures and how communication theory and research explain media impact on society. Emphasis is placed on making informed choices as a media consumer, and considering the impact of media from a Christian perspective. Course can be used toward the Social Science and Psychology General Education requirement.

COM 329 - Media and Society (3)

A critical approach to interpreting media messages is grounded in the study of how messages are constructed, how media industries function and are shaped by social structures and how communication theory and research explain media impact on society. Emphasis is placed on making informed choices as a media consumer, and considering the impact of media from a Christian perspective. Course can be used toward the Social Science and Psychology General Education requirement.

COM 331 - Public Relations Writing and Publicity (3)

Partnerships with public agencies allow the acquisition of professional-level experience and skills in publicity, promotion, and fund-raising in various settings. Examines how organizations interact with print, broadcast, and online media to gain publicity. Explores general principles of media relations and develops the writing, presentation, and production skills used in media relations work. Prerequisite: COM-233 or permission of Division.

COM 332 - Photojournalism (3)

Examines the applications of functions performed by pictures, how photography developed, the essential techniques used by professional photographers and editors. Use photography to tell a story, set a mood, and capture the high point of an event.

COM 336 - Special Topics in Communication and Theatre (0 to 3)

Provides more intensive and advanced study of specific areas of communication (i.e., Communication Studies, Journalism, Media Communication, Public Relations, Theatre). May be repeated to earn up to 6 credit hours. Prerequisite: COM -115 or permission of Division.

COM 340 - Communication Theory (3)

Examines definitions and models of communication. Exploration of specific theories will be emphasized through individual research. Prerequisite: COM-115 or permission of the Division.

COM 352 - Interpersonal Communication (3)

Practical study through examination of theory, actual practice, and criticism of the speech communication process in relatively unstructured face-to-face settings.

COM 353 - Magazine Writing (3)

Involves study of theory, practice, and marketing of magazine articles. Study of magazine markets and planning, gathering, organizing, writing, and marketing nonfiction articles for print and online magazine publication. Prerequisite: COM-224 or WRI-224 and permission of Division.

COM 355 - Advanced Acting (3)

Focuses on period acting styles, including interpretation, rehearsal, and the creation of roles. Lectures and studios examining a specific topic, style, or range of acting styles will be the primary mode of learning. Create characters in the various historical acting styles. Prerequisite: COM-252 or permission of Division.

COM 362 - Scriptwriting (3)

Introduces students to the various forms of scriptwriting by exploring the art of storytelling as expressed in stage and film and by studying the accepted principles that shape this art form. Develops skills in scriptwriting, particularly in the areas of adaptation, one-acts, sketch comedy, and group writing, concentrating on writing for the theatre and church. Prerequisite: ENG-120 (or writing competency requirement met) and COM-251 or permission of Division.

COM 363 - Media Law and Ethics (3)

Detailed survey of U.S. media law including First Amendment principles, libel/slander, prior restraint and broadcast regulation. Ethical frameworks for decision making in journalism and other media production work will be considered in a case study approach.

COM 364 - Field Production (3)

Advanced television production and operations associated with field production including concepts and practices in scripting, producing, editing, and on-location directing with a single-camera format. Prerequisite: COM-113 or permission of instructor.

COM 365 - Broadcast Performance (3)

Vocal and visual performance techniques for radio and television are developed with a focus on repetition and in-studio application on university broadcast outlets. Principal areas of study include vocal dynamics, interviewing, ad-lib and on-camera presentation.

COM 366 - Organizational Communication (3)

Examines the role of communication in organizations and the effect organizational structures have on communication from both theoretical and practical perspectives. Prerequisite: COM-115 or permission of Division.

COM 367 - Stage Design for Theatre II (3)

Study and development of technical theatre design and application skills related to stage costuming and makeup and property design. Work with conceptions and practical applications of design, creation, and application techniques. Specific topics include Fundamentals of Stage Costuming and Makeup, Hair Wigs, Facial Hair, Age Makeup, Animal Makeup, Three-dimensional Make-up, Special Effects, and Character Makeup. Prerequisite: COM-272.

COM 368 - Theatre Management (3)

A study of the theory and practice of theatre management in areas of commercial, non-profit, college, and community theatre. Theory and practice of administration for non-profit and commercial theatres. Involves the study of theatre unions, financial considerations, promotions, grantsmanship, audience development, and career opportunities in the field of theatre management.

COM 370 - Symbols and Imaging (3)

Explores the nature and use of symbols and imaging in social communication, the media, and advertising. Examines how to select symbols that capture the nature, message, service, or product of an institution or corporation for public awareness and service.

COM 373 - Convergent Journalism (3)

Teaching and practice in producing content for multimedia outlets with emphasis on preparing stories. Instruction in journalism techniques particularly applicable to digital platforms. Prerequisites: COM-112 and COM-224.

COM 399H - Honors Thesis/Project (3)

Work with a faculty mentor and in cooperation with an Honors College advisor, producing a research thesis or creative project.

COM 352CC - Council for Christian Colleges (3)**COM 422 - Television News (3)**

Advanced course combining principles of journalistic writing and reporting with the field production techniques of television news and online news management. Students will learn the basic concepts of broadcast reporting, producing a television news program and managing an online website connected to the news content. The student is expected to spend many hours outside of class mastering reporting techniques, including technical expertise, and will also work as a team member in completing newsroom functions. Prerequisites: COM-113 and COM-224.

COM 431 - Public Relations Campaigns and Cases (3)

Focuses on public relations as a management function in organizations. Students analyze case studies that exemplify how real organizations successfully apply communication principles to solve public relations problem and maximize opportunities. Prepare and implement a public relations campaign for a client. Prerequisites: COM-233 and COM-331.

COM 445 - Communication Internship (3)

A supervised and intensified hands-on work experience in a professional work environment. Student's interests and competencies must coordinate with the professional activities of the cooperating organization, and the student must have successfully completed work related to the internship. May be repeated up to a total of 6 credit hours. Graded on a CR/NC basis. Prerequisites: COM-235, the gateway course for the appropriate major, and permission of the instructor.

COM 464 - Media Management (3)

Focuses on leadership principles and issues for students pursuing management careers in media organizations. Leadership styles are addressed through case studies and key issues in economics, and regulatory law and new technologies are applied to decision making strategies. Prerequisite: COM-211.

COM 475 - Communications-Independent Learning (1 to 3)

Independent study in communication.

COM 479 - Communication Senior Seminar I (1)

Course is the beginning of the Senior Capstone experience for all Communication and Theatre majors. Includes preliminary work on portfolio and senior project as well as analysis of professional and academic experiences across the program of study. Prerequisite: Senior standing.

COM 480 - Communication Senior Seminar II (3)

Continues the senior capstone experience for Communication and Theatre majors. Students develop a philosophy of communication based on their study, a senior career and academic portfolio and a creative project in their area of specialty. Prerequisites: COM-479.

COM 483 - Advanced Newswriting and Reporting (3)

A continuation of Introduction to Newswriting, with greater emphasis on practical experience and in-depth development of stories, interviewing, research methods, Internet resources, and other investigative tools for professional journalists. Gain professional experience and published clips through reporting and writing stories for a local news outlet. Prerequisite: COM-224 or WRI-224, or permission of Division.

COM 475CC - Global Studies Program (1-4)**COMM - Communications****COMM 515 - Decision-Making and Essential Business Communication (3)**

In this course students will learn how to analyze management problems and opportunities that occur across multiple functional areas in business. Drawing on their assessment of underlying assumptions, cognitive bias, and organizational barriers, students will increase their collaborative problem solving and ethical decision-making capacities. They will also demonstrate effective

communication practices regarding problem and/or opportunity identification and the proposed courses of action to various constituent groups.

COMP - Competency Requirements

C00000

COMP CRJWORK - CRJ Work Exp Alternative (0)

Used for DA purposes to indicate CRJ-181 was met by work experience alternative.

E000000

COMP ELESUB1 - CORE Subject Elementary Reading (0)

Used for DA purposes to fulfill CORE Elementary subject reading requirement.

COMP ELESUB2 - CORE Subject Elementary Math (0)

Used for DA purposes to fulfill CORE Elementary subject math requirement.

COMP ELESUB3 - CORE Subject Elem Science, Hlth and PE (0)

Used for DA purposes to fulfill CORE Elementary subject science, health and PE requirement.

COMP ELESUB4 - CORE Subject Elem Soc Studies and FA (0)

Used for DA purposes to fulfill CORE Elementary subject Social Studies and Fine Arts requirement.

N00

COMP NURP - RNBS Portfolio (0)

Used for DA purposes to indicate that a student years.

P0000

COMP PEDELE - CORE Pedagogy Elementary (0)

Used for DA purposes to fulfill CORE Pedagogy Elementary

COMP PEDSEC - CORE Pedagogy Secondary (0)

Used for DA purposes to fulfill CORE Pedagogy

P00000

COMP PEDP12 - CORE Pedagogy P-12 (0)

Used for DA purposes to fulfill CORE Pedagogy P-12

COMP PHONICS - Ohio Med Spec Ed Phonics Rqmt (0)

Used for DA purposes to indicate phonics requirement was met.

R0000

COMP READ1 - Ohio Med Reading 1 Prereq (0)

Used for DA purposes to indicate Reading prereq has been met.

COMP READ2 - Ohio MEd Reading 2 Prereq (0)

Used for DA purposes to indicate Reading prereq has been met.

COMP READ3 - Ohio Med Reading 3 Prereq (0)

Used for DA purposes to indicate Reading prereq has been met.

COMP READ4 - Ohio MEd Reading 4 Prereq (0)

Used for DA purposes to indicate Reading prereq has been met.

CON - Continuing Education

CON 253 - Contemporary Economic Problems: Free to Choose (2 to 3)

A penetrating interdisciplinary analysis of critical current economic issues including government and the economy, money and inflation, worker and consumer protection, tax reform, the welfare system, medical care, education in America, and America's future. Features a sequential viewing of the award-winning Milton Friedman film series "Free to Choose," with informative and stimulating discussion following the viewing of each film. Gives elective credit or credit toward a major in Business Administration, Economics, History, Political Science, or Social Work. May be taken for two or three credits.

Crosslisted as: ECO-263.

CONG - Congregational Formation

CONG 520 - Building a Multi-Generational Ministry (3)

This course presents a careful explanation of how almost any church or ministry can utilize key research-based steps to grow into a healthy multi-generational ministry. The course traces the root of congregational and organizational conflict to the differences between generational perspectives and preferences. Topics covered in the course include: Defining the multi-generational model, the sources of inter-generational harmony, and methods of identifying generational needs. Finally, effective ministry strategies that build multi-generational congregations and ministries will be explored. (Practical)

CONG 525 - Newcomer Integration (3)

This course examines the critical issues that determine whether newcomers to a church become active, regular participants, or stop coming. Focus will be on the key elements and events in this process of inclusion, beginning with the first visit and ending one year after membership. Students will be introduced to the most current research and strategic thinking in the field, and will develop a workable "system" that will significantly increase their church's retention of visitors.

CONG 530 - Family Ministry for 21st Century Families (3)

This course explores the sociological dynamics of family systems in order to develop appropriate models of care, counseling, and ministry programming for families. Students examine potential dysfunctions present in the home and explore effective communication within the family, spiritual formation in the home, and ways to create partnerships between the church and home. The course also looks at various models of family ministry in the local church.

CONG 540 - Programming and Management in Family Ministry (3)

This course explores the administrative dimensions of youth and family ministry, how to bring the resources of an organization together in such a way as to maximize working relationships of people and programs for the benefit of both the organization and the individuals who comprise it. Students will examine the biblical bases for visionary leadership and the practical skills of creating and maintaining healthy programs for youth and families.

CONG 550 - Child and Adolescent Development (3)

This course explores the dynamics of child and adolescent development with a view to developing appropriate models of programming and ministry for children, teens, and their families. Students examine the thinking of classic and contemporary developmental theorists and explore ways in which these works inform and enrich children, youth, and family ministry.

CONG 555 - Diagnosis and Prescription for a Healthy Church (3)

This course introduces students to literature and models in the field of church health. Students will analyze current research on church health as a pastoral concern and identify the benefits and risks of applying church health theory to a local congregation. Various criteria for defining a healthy church will be explored. Students will diagnose the health of a specific church, identify areas of needed attention, and develop initial prescriptions for the renewed health of that church body.

CONG 560 - Church Revitalization Field Study (3)

This course involves participation in a congregational consultation and revitalization process. Students examine diagnostic information in relation to a church in need of revitalization and visit the church to observe and interact with a church consultant conducting the diagnosis. Students will review and evaluate the consultant's prescription for revitalization, creating an analysis and evaluation of their own.

CONG 600 - Congregational Spiritual Formation (6)

This course is a comprehensive, integrative approach to the education and transformation of a congregation, beginning with biblical foundations and ending with the tools needed to educate and transform a congregation into a holy people today. Topics range from developmental theories to pedagogical techniques. The course involves the practice of education and formation and so requires that a student currently be in an approved ministry setting. Prerequisite: Pastor, Church, and World.

CONG 600ES - Congregational Spiritual Formation (6)

This course is a comprehensive, integrative approach to the education and transformation of a congregation, beginning with biblical foundations and ending with the tools needed to educate and transform a congregation into a holy people today. Topics range from developmental theories to pedagogical techniques. The course involves the practice of education and formation and so requires that a student currently be in an approved ministry setting. Prerequisite: Pastor, Church, and World.

CRJ - Criminal Justice**CRJ 181 - Introduction to Criminal Justice (3)**

The course presents an overview of the major components of the criminal justice system: law enforcement, prosecution, the courts, and corrections. A discussion of each from a historical perspective, as well as current trends and events, is also considered.

CRJ 202 - Introduction to Corrections (3)

An introduction and analysis of American correctional systems with emphasis on the community-based agencies, including an examination of the correctional officer's behavior and correctional legislation.

CRJ 230 - Introduction to Policing (3)

This course gives students an overview of the police and their mission. It examines the evolution of policing as well as methods, issues, and challenges to present-day policing. The course also looks at technology in the service of law enforcement and explores the future of policing.

CRJ 242 - Modern Police Problems (3)

Problems and issues in the relationship between police agencies and the total community, including a study of internal police problems such as attitude, deadly force, morale, and the media.

CRJ 246 - Criminology (3)

A study of crime and delinquency. Theories of causation, methods of correction, and prevention of crime are discussed. Different categories of crimes and their elements are also included.

CRJ 268 - Crisis Intervention (3)

A study of the dynamics of crisis events including rape, child molestation, suicide, death, hostage situations, stress, and specific intervention strategies with an emphasis on practical application.

CRJ 270 - Homeland Security (3)

An overview of U.S. domestic defense and disaster strategies and theories, the history of modern terrorism, and key national policies.

CRJ 275 - Police Administration (3)

A study of various organizational structures and issues affecting the operation of police agencies. Practical problems and issues including police deviance, administration, patrol operations, and others are discussed.

CRJ 281 - Principles of Criminal Justice (3)

This course will provide both an overview of criminal justice and a focus on group interaction skills and the management of individual and professional priorities. Some of the areas covered will include behavioral style analysis, communication processes within groups, goal setting, prioritizing, and time-management. The overview of criminal justice will include a focus on Corrections, Criminology, Policing, Crisis Intervention, and Criminal Procedures.

CRJ 290 - Colloquium in Criminal Justice (3)

An associate-level capstone readings course for majors in criminal justice that explores the most significant works, theories, and trends in the fields of criminal justice and homeland security.

CRJ 309 - Youth and Crime (3)

The development of delinquent and criminal behavior, initial handling and proper referrals, presenting police technique and special problems with juveniles. Also covers laws and agencies concerned with juveniles.

CRJ 318 - Criminal Procedures (3)

A comprehensive study of the legal procedures affecting criminal investigations. Beginning with an introduction to individual rights under the United States Constitution and the Bill of Rights, the course will thoroughly cover the law of arrest, search and seizure, interrogation, and identification. Basic concepts relating to procedure such as probable cause, the warrant requirement, and exclusion of evidence will be studied. Criminal procedure laws will be examined from the perspective of the investigator, courts, and the accused.

CRJ 319 - Probation and Parole (3)

This course examines the history, structure, administration, operation, and purpose of probation and parole in the Criminal Justice System. Focus will be placed on the preparation of the Presentence Investigation Report and on the services provided to people convicted of committing crimes who are allowed to remain in the community either through probation or parole.

CRJ 320 - Diversity in Criminal Justice (3)

Examination of racial, ethnic, gender, and religious issues regarding criminal offenders, victims of crime, and employees of the criminal justice system.

CRJ 322 - Terrorism and Counter-Terrorism (3)

Participants will receive an in-depth overview of terrorism and counter-terrorism, both domestic and international. The course will touch on the causes and motives that drive terrorists, their methods of operation, and the impact of terrorism on the United States and abroad.

CRJ 324 - Risk Analysis and Security (3)

This course provides an in-depth examination of risk analysis and security threats. The Risk Analysis and Security course will identify and assess critical vulnerabilities, compare quantitative and qualitative risk analysis, and utilize risk assessment tools in the decision-making process.

CRJ 332 - Victimology (3)

This course introduces and examines the causes of victimization and looks at theories associated with violent victimization. It also presents ideas on preventing violence and responding to victimization.

CRJ 346 - Restorative Justice (3)

Students will be introduced to the philosophy and principles of restorative justice including its historical and theological roots. Assumptions about crime and justice will be examined by comparing and contrasting retributive and restorative paradigms.

CRJ 352 - Criminal Investigation and Evidence (3)

Fundamentals of criminal investigation, crime scene search and recording, collection and preservation of physical evidence. Investigation techniques of specific criminal acts such as homicide, rape, child molestation, burglary, and sexual crimes are presented.

CRJ 355 - Political Influence and the American Judiciary (3)

The goal of this course is to explore ways to protect judicial independence in a politicized environment by gaining an understanding of the impact societal trends have on the American Judiciary.

CRJ 358 - Criminal Law (3)

Study of elements of criminal law, including its purposes and functions. Covers laws of arrests, search and seizure, rights and duties of officers and citizens, and elements necessary to establish crime and criminal intent.

CRJ 422 - Disaster Preparedness (3)

Effective emergency planning is the key to surviving natural and man-made disasters. Risk analysis and the formulation of a comprehensive plan, followed by a vigorous and continuing testing program, are essential elements to surviving an emergency. In this course, there will be an emphasis on developing a comprehensive emergency preparedness plan.

CRJ 424 - Command and Control/Emergency Leadership (3)

Effective communication is essential during a natural or man-made disaster. Topics covered include staffing the emergency operations center (EOC), coordinating with supporting agencies, and the importance of continuing liaison.

CRJ 452 - Interpersonal Violence (3)

This course will examine in some detail crimes such as murder, serial killers, child molesters, rapists, and related crimes of violence. Topics such as psychological profiling of serial killers, rapists, and child molesters will also be discussed.

CRJ 461 - Ethics in Criminal Justice (3)

The study of theories and practices in areas of legality, morality, values and ethics as they pertain to criminal justice with special consideration given to the application of Christian ethical principles to values clarification and decision-making in Criminal Justice agencies and social institutions that influence those agencies.

CRJ 463 - Forensics (3)

This course introduces students to the collection of forensic evidence, the analysis of forensic evidence, and the use of forensic evidence in criminal trials.

CRJ 464 - Cybercrime (3)

This course is designed to provide students with an overview of the legal, social, and technical impact of cybercrime. It will also analyze the tools needed to combat cybercrime through both the private and public sectors and evaluate such efforts.

CRJ 465 - Constitutional Law/Civil Liberties (3)

Relations between the individual and the government as revealed through cases in constitutional law with an emphasis on United States Supreme Court cases involving the Fourth, Fifth, Sixth, Eighth, and Fourteenth Amendments to the United States Constitution.

CRJ 467 - Research Methods and Analysis in Criminal Justice (3)

This course is an introduction to research methods and data analysis pertinent to the study of crime, criminality, and the criminal justice system.

CRJ 468 - Criminal Justice Administration (3)**CRJ 472 - Court Procedures (3)**

This course examines the laws, procedures, and traditions of the criminal courtroom. After an overview of the philosophical and historical foundation of our modern-day criminal court, the course will study the process through the court system from the filing of charges, setting of bail, plea bargaining, and trial. The roles of the various parties in the courtroom--prosecutor, defense attorney, judge, and jury--will be analyzed. Famous trials in Anglo-American jurisprudence will be used to highlight and illustrate basic concepts.

CRJ 475 - Criminal Justice-Independent Learning (1 to 3)

Individually arranged study and/or research in the area of criminal justice.

CRJ 485 - Practicum in Criminal Justice (3)

Designed to place the student with a criminal justice activity for a firsthand look at how the agency functions.

CRJ 486 - Capstone in Criminal Justice and Homeland Security (1)

Students completing this course will enhance their research, analysis and critical thinking skills through practical experience in the process of scholarship. As a capstone experience students will plan, research and write a scholarly research piece addressing a current issue within Criminal Justice or Homeland Security relevant to their interests.

CRJ 490 - Criminal Justice Senior Seminar (1)

This course will provide an opportunity for seniors in the criminal justice program to meet and discuss selected topics involving current issues facing the American system of justice. Group discussion, presentations, and brief research papers will be used in the seminar.

CRJ 526 - Criminal Justice Policy (3)

This course examines the design, implementation, and evaluation of policies and programs intended to bring about improvements in the structure and functioning of the criminal justice system. In this course, students will explore how viable policies and programs are generated and put into practice, specifically in law enforcement, courts, and corrections.

CRJ 534 - Criminal Justice Administration (3)

This course is a study of the management and control of the criminal justice system, including law enforcement, corrections, and the court system. The emphasis will be on the reasons for and effectiveness of management techniques applied to the criminal justice system.

CRJ 542 - Economic Analysis of Crime (3)

This course explores the contributions of economics to the understanding of crime and criminal justice. The perspectives and quantitative analytical techniques of economics are used to examine important issues concerning crime and criminal justice.

CRJ 586 - Criminal Justice Leadership (3)

This course examines how criminal justice leaders find solutions to major issues confronting their operating systems, both organizations and communities, through research, analysis, planning, and decision making.

DNP - Doctor of Nursing Practice

DNP 710 - Science of Nursing (3)

Designed to utilize reflective practice to explore concepts essential to the highest level of nursing practice. Applies theories across disciplines within a philosophical, ethical, and a Christian world view.

DNP 715 - Systems and Organizational Leadership (3)

Explore the knowledge base and skills necessary to become a systems and organizational leader. Examine the relationship of complexity and systems to organizational decision making, practice roles, quality, and leadership.

DNP 730 - Applied Population Health (3)

Provides a strategic view of population health management to improve healthcare outcomes beyond the individual to encompass global communities. Social determinants of health will be examined to minimize the impact of illness on various populations. Students will incorporate an evidence-based approach to care for multicultural communities.

DNP 750 - Information Management (3)

Examine leadership skills utilized in information management to establish an effective ethical organizational culture. Information technologies and how they can best be utilized to impact the healthcare environment will be explored. Analysis of the knowledge base and advanced skills required in healthcare information evaluation will be a focus.

DNP 801 - Translating Evidence Into Nursing Practice (TENP) I (1)

This course is the first in a series of courses designed to provide the knowledge and skills essential for the advanced practice nurse to evaluate, translate, and integrate extant knowledge into clinical practice. Translating Evidence into Nursing Practice I introduces the doctoral student to the expectations of the final clinical research project. Students will learn how to

conceptualize clinical practice problems and transform these issues into answerable research questions. The course will include an on-site residency. Practicum hours are required for this course.

DNP 802 - Translating Evidence into Nursing Practice (TENP) II (1)

This second course in the Translating Evidence into Nursing Practice series is designed to focus on exploration of the literature and databases relative to the phenomenon of concern established in Translating Evidence into Nursing Practice I. Emphasis is placed on the systematic appraisal and utilization of nursing knowledge, clinical effectiveness, evidence-based practice and translational science. Ethical research principles and patient values are examined. Practicum hours are required for this course.

DNP 803 - Translating Evidence Into Nursing Practice (TENP) III (1)

This third course in the Translating Evidence into Nursing Practice series is designed to develop the methodology for the study. Emphasis is placed on study designs and selection of a suitable design to address the phenomenon of concern. Practicum hours are required for this course. Prerequisite: DNP-802; Pre or Co-requisite: DOL-810

DNP 804 - Translating Evidence Into Nursing Practice (TENP) IV (2)

This fourth course in the Translating Evidence into Nursing Practice series is focused on implementation strategies of the study designed in Translating Evidence into Nursing Practice III. Emphasis is placed on project management for completion of the study and on leadership skills necessary for translating findings into practice. Plans for public dissemination of findings will be established. Practicum hours are required for this course. Prerequisite: DNP 803.

DNP 805 - Translating Evidence Into Nursing Practice (TENP) V (1)

This final course in the Translating Evidence into Nursing Practice series focuses on implications for practice and culminates with the dissemination of project findings in a public forum appropriate for the study. This course will include an on-site residency. Prerequisite: DNP 804

DNP 815 - Practica Continuation (1 to 5)

Continuation course for students who do not meet the requirements for graduation for the DNP degree. Students will include those who need additional practica hours and/or students who have not completed the Translating Evidence into Nursing Practice Project by the end of DNP-805. Pre-requisite: DNP-805

DNP 820 - Advanced Healthcare Policy (3)

Prepares students to critically analyze and influence the cycle of healthcare policy. Focus will be on leadership in the development and implementation of institutional to international healthcare policy as it relates to healthcare reform and strategic planning.

DNP 830 - Global Healthcare (4)

Provides students the opportunity to develop a comprehensive and engaged understanding of global health issues, social determinants of health, and problems associated with healthcare service provision in resource-constrained and marginalized communities. The graduate student will complete a healthcare project focusing on capacity building in collaboration with a global community. International travel is expected in this course.

DNP 840 - Resource Management in Healthcare (3)

Focuses on the critical analysis of the allocation, management, and evaluation of healthcare resources along the continuum of practice. Emphasizes the art of stewardship and its relevance to healthy client outcomes.

DNP 870 - Critical Inquiry and Data Management (3)

Building upon the foundation of master's level knowledge, this course provides the basis for the scholarship of evidence-based practice in nursing at the doctoral level. Statistics and research methods will provide tools for predicting and analyzing the application of information from diverse sources to complex practice situations. The student will learn methods of evaluation and dissemination of findings from the translation of evidence into practice to improve outcomes in a practice setting or healthcare organization, and participate in collaborative research.

DNP 900 - TENPP Continuation (1)

DNP-900 is a one-credit-hour course for the completion of the TENPP. Students will continue working with the assigned advisor. This 10-week course may be taken a maximum of seven times. A resource fee to maintain continuous enrollment is associated with this course.

DOL - Doc Org Leadership

DOL 610 - Knowledge and Skills for Grant Writing (3)

This course will provide students with the knowledge to pursue grants effectively, and will introduce techniques that will complement the grant writing process. At the end of this course, successful students should have an understanding of the grants process and should be able to write and submit a grant.

DOL 710 - Advanced Leadership Theory (3)

This course presents the key foundational concepts essential to an understanding of leadership. The paradigm of servant leadership will be considered within a thorough study of the historical and theoretical models of leadership. Leadership will be defined and should be understood within the context of action and function and then expanded into the specific context of organizational life. Learners should discover their unique giftedness to lead and serve and should actively build their leadership understanding and competencies.

DOL 715 - Leadership and Personal Development (3)

This course explores the impact of the leader's character and competence on the organization. Strategies for personal and spiritual assessment and development will be considered. Students will be introduced to selected classical and contemporary leadership theories as a foundation for their philosophy of leadership.

DOL 720 - Critical Inquiry (3)

This course focuses on expanding the foundation skills required for conceptualizing inquiry and engaging in the scholarship of discovery. The course examines the epistemological foundation for scholarly inquiry and the importance that an individual's worldview plays on critical inquiry. Students explore the process of asking questions, discovering answers, and seeking solutions to organizational and leadership issues. Students learn the process of research and writing a dissertation.

DOL 730 - Leadership and Personal Development (3)

This course explores the leader's relationship to self and the unique demands of authenticity and character to leadership. Students will explore their unique life calling and assess their personal leadership practice and potential. The nature of people will be explored in an attempt to understand the human condition with its implications for motivation, learning and leading. Since leaders lead out of who they are, each student should reflect on their spiritual nature and explore the darker shadow sides of people that end up creating deep hindrances to effective leadership. This course will build off of and serve as continuation of Advanced Leadership Theory.

DOL 735 - Advanced Leadership Theory (3)

This course presents the key foundational concepts essential to an understanding of leadership and serves as a foundation component to the doctoral program. A thorough study of the historical and theoretical models of leadership will include an analysis of the paradigm of servant leadership and the concept of power in both classic and current literature. Leadership definitions will be explored and understood within the context of action and function and then expanded into the specific context of organizational life. Learners will actively build their leadership understanding and competencies by considering implications for their discipline or profession.

DOL 740 - Organization Theory and Design (3)

This course is a critical examination of the major theoretical approaches to the study of organizations and macro-organizational theory, in order to later address concern for micro-organizational behavior in various cultural settings. The course provides the theoretical foundation for organizational learning and system-wide change and informs an understanding and experience of working and leading in organizations, both private and public sectors. The course discusses the application of various research designs that address organizational issues. Discussion of the organization literature also provides a necessary foundation for understanding the social construction of meaning in organizations from a Christian and biblical worldview.

DOL 750 - Change, Innovation, and Entrepreneurship (3)

The purpose of this course is to understand how to use organizational diagnosis and strategic planning to help organizational leaders transform their organizations from their present state to a desired improved future state that allows organizations and their members to grow and develop to their full potential. Students should learn about change processes, innovation, entrepreneurship, barriers to change, and successful structures and strategies aimed at improving the total organization, groups, and individuals.

DOL 760A - Seminars and Praxis in Organizational Leadership-A (1 to 2)

In the 760 course series students put leadership theory and research into practice. The course is built on a seminar-based approach in which students interact with outstanding organizational leaders and discuss current leadership principles, knowledge, and practices. Coached by DOL faculty, students engage in leadership practices, research projects, and personal and organizational improvement processes. These one hour credit courses, offered in the September, January, and April terms, must be taken in sequential order.

DOL 760B - Seminars and Praxis in Organizational Leadership-B (1)

In the 760 course series students put leadership theory and research into practice. The course is built on a seminar-based approach in which students interact with outstanding organizational leaders and discuss current leadership principles, knowledge, and practices. Coached by DOL faculty, students engage in leadership practices, research projects, and personal and organizational improvement processes. These one hour credit courses, offered in the September, January, and April terms, must be taken in sequential order.

DOL 760C - Seminars and Praxis in Organizational Leadership-C (1)

In the 760 course series students put leadership theory and research into practice. The course is built on a seminar-based approach in which students interact with outstanding organizational leaders and discuss current leadership principles, knowledge, and practices. Coached by DOL faculty, students engage in leadership practices, research projects, and personal and organizational improvement processes. These one hour credit courses, offered in the September, January, and April terms, must be taken in sequential order.

DOL 800 - Organizational and Adult Learning (3)

This course considers current theories and best practices in organizational and adult learning, and explores how these concepts and ideas can be implemented in the context of building a learning organization. The use of knowledge management, communities of practice, systems design, and other organizational learning models and thoughts in developing high performing knowledge workers and a collaborative learning organization will be considered.

DOL 810 - Statistical Research Design (3)

This course will concentrate on the practice of statistics and applied research methods as tools for learning about the world. Statistical and nonstatistical sampling techniques will be developed and applied to the research process. Sampling distributions will be evaluated and used to draw conclusions about population data. Confidence intervals and hypothesis testing will be used as a framework for designing research processes. The process of formulating the null and alternative hypotheses will be examined. Methods useful for the analysis of experimental data include descriptive statistics, correlation, and regression analysis.

DOL 820 - Advanced Research Design Learning (3)

This course will explore the theory and practice of advanced research. Students should develop a high level understanding of the components of research necessary to produce a doctoral dissertation. The course will include problem definition, evaluation of appropriate methodologies, research design, reliability, and ethical considerations.

DOL 830 - Global Perspectives on Leadership (3)

This course will explore the theory and practice of international leadership. Students will examine current literature about cross cultural leadership and the conceptual foundations on which it is based. Special emphasis will be placed on understanding globalization and its impact on how leadership is exercised in today's world.

DOL 840 - Ethics and Leadership (3)

This course examines the dual roles of the leader as a moral person and as a moral leader within the organization. Students examine the ethical foundations which inform their personal and professional ethical practices and develop strategies for enhancing the ethical culture and climate of their organizations. The organization as a moral agent in the world is also considered.

DOL 850 - Governance, Negotiation and Partnering (3)

This course examines the leadership roles and strategies of fiduciary, sociopolitical, ethical and legal responsibility of for-profit and not-for-profit organizations. Governance, partnerships, and negotiation issues using current research, case studies, and site-based inquiry will be explored. Topics include how market infrastructure (contracts, partnerships, alliances, regulations, policies, law, intellectual property) affects governance. Students will explore the significant roles that boards play in

organizations, gain an understanding of the complex political environment in which organizations operate, evaluate simple partnership agreements, and become familiar with resources utilized in the governance of organizations.

DOL 855 - Stewardship (3)

This course examines the steward-leader as a wise and responsible steward of organizational resources. Primary leadership roles and responsibilities will be considered in relation to the three stewardship functions of generation, preservation and transformation. Students will reflect upon their understanding and practice of leadership in light of secular and Biblical studies in wisdom, stewardship and service.

DOL 860 - Advanced Seminars and Praxis in Organizational Leadership (2)

DOL 860A - Advanced Seminars and Praxis in Organizational Leadership-A (1)

This course is designed for students to put theory into practice. Coached by DOL faculty, students engage in national and global leadership practices, action learning projects, and personal and organizational improvement processes. The praxis builds on seminars in which students interact with outstanding organizational leaders and theorists. These experiences are expressed in the culmination of a portfolio that demonstrates the students understanding of theory through scholarly papers and praxis, with evidence that they have integrated theory in their leadership practice. The classes are offered in the fall, winter, and spring terms for one credit hour in each term, taken in sequential order.

DOL 860B - Advanced Seminars and Praxis in Organizational Leadership-B (1)

This course is designed for students to put theory into practice. Coached by DOL faculty, students engage in national and global leadership practices, action learning projects, and personal and organizational improvement processes. The praxis builds on seminars in which students interact with outstanding organizational leaders and theorists. These experiences are expressed in the culmination of a portfolio that demonstrates the students understanding of theory through scholarly papers and praxis, with evidence that they have integrated theory in their leadership practice. The classes are offered in the fall, winter, and spring terms for one credit hour in each term, taken in sequential order.

DOL 860C - Advanced Seminars and Praxis in Organizational Leadership-C (1)

This course is designed for students to put theory into practice. Coached by DOL faculty, students engage in national and global leadership practices, action learning projects, and personal and organizational improvement processes. The praxis builds on seminars in which students interact with outstanding organizational leaders and theorists. These experiences are expressed in the culmination of a portfolio that demonstrates the students understanding of theory through scholarly papers and praxis, with evidence that they have integrated theory in their leadership practice. The classes are offered in the fall, winter, and spring terms for one credit hour in each term, taken in sequential order.

DOL 865A - Advanced Global Seminars and Praxis in Organizational Leadership-A (2)

This course is designed for students to put theory into practice. Coached by DOL faculty, students engage in leadership practices, action learning projects, and personal and organizational improvement processes. The praxis builds on seminars in which students interact with outstanding organizational leaders and theorists. These experiences are expressed in the culmination of a portfolio that demonstrates the students' understanding of theory through scholarly papers and praxis through evidence that they have integrated theory in their leadership practice. As part of the practicum, a global teaching or mentoring project is developed in another county, including a visit to the country in the spring. Prerequisite: DOL-760C

DOL 865B - Advanced Global Seminars and Praxis in Organizational Leadership-B (2)

This course is designed for students to put theory into practice. Coached by DOL faculty, students engage in leadership practices, action learning projects, and personal and organizational improvement processes. The praxis builds on seminars in which students interact with outstanding organizational leaders and theorists. These experiences are expressed in the culmination of a portfolio that demonstrates the students' understanding of theory through scholarly papers and praxis through evidence that they have integrated theory in their leadership practice. As part of the practicum, a global teaching or mentoring project is developed in another county, including a visit to the country in the spring. Prerequisite: DOL-865A

DOL 865C - Advanced Global Seminars and Praxis in Organizational Leadership-C (2)

This course is designed for students to put theory into practice. Coached by DOL faculty, students engage in leadership practices, action learning projects, and personal and organizational improvement processes. The praxis builds on seminars in which students interact with outstanding organizational leaders and theorists. These experiences are expressed in the culmination of a portfolio that demonstrates the students' understanding of theory through scholarly papers and praxis through

evidence that they have integrated theory in their leadership practice. As part of the practicum, a global teaching or mentoring project is developed in another county, including a visit to the country in the spring. Prerequisite: DOL-865B

DOL 870 - Financing and Funding the Organization (3)

This course is designed to provide a conceptual framework for financial theories on obtaining and managing scarce resources to maximize organizational impact. These theoretical tools provide a base for understanding business environments, alternative methods of organization and financing, use of financial statements as a management tool, valuation methods and approaches to ethical dilemmas from the perspective of an owner or manager. Students should acquire a common level of financial competency and examine a variety of funding sources, including grants. A foundation will be established for future potential financial dissertation topics through a critical review and analysis of current research.

DOL 875 - Advanced Global Leadership (3)

This course will focus on global and multicultural leadership theories. It will compare and contrast existing models of global leadership, global leadership competencies, and theoretical foundations.

DOL 880 - Application of Research Methods (3)

This course examines specific research methods that students can use to conduct their dissertation research. It will focus on survey and interview research methods but may consider other methods that are appropriate. The course will prepare students to conduct data collection and analysis for their dissertation. Students will be expected to complete a draft prospectus of their dissertation by the end of the course.

DOL 885 - Qualitative Research Methods and Analysis (3)

This course will examine qualitative research methods, building on the foundation developed in DOL-820. Students should be able to undertake doctoral-level research using a range of qualitative methods. The course will focus specifically on sampling, in-depth interviews, and focus groups, as well as data management, data analysis, and data presentation.

DOL 890 - Independent Study Organizational Leadership (1 to 3)

Independent Study in the topics within the subject area of Organizational Leadership.

DOL 900A - Dissertation Prospectus-A (1)

Students will commence writing the dissertation prospectus. They will select their chairperson and begin the process of developing a 1-2 page dissertation prospectus. Upon chairperson approval of the prospectus the candidate, in consultation with the chairperson, will select the Dissertation Committee and commence the process of writing the proposal. The prospectus should include a clear and convincing statement of the questions to be addressed in the study, an outline of the design of the study, research methods to be used, and a discussion of the contribution of the study to organizational leadership theory and practice. Graded on a CR/NC basis. Co-requisite: DOL-820.

DOL 900B - Dissertation Prospectus-B (1)

Students will form their committee and seek committee approval of the prospectus and consultation for preparing the proposal. The student may begin the preparation of the dissertation proposal. Graded on a CR/NC basis. Prerequisite: DOL-900A.

DOL 910 - Dissertation Proposal (1)

Upon chairperson and committee approval of the proposal the candidate, in close consultation with the chairperson, will commence the process of writing chapter one. Upon committee approval of chapter one the student may begin writing subsequent chapters, with the consultation of the chairperson and committee, of the dissertation. The proposal should include a statement of purpose, rationale, a brief literature review, research questions, proposed procedures, the source of data, methods of data collection, methods of data analysis or data reduction, and the contribution of the study to organizational leadership theory and practice. Students will be advised by their dissertation committee to write a draft of the first three chapters of the dissertation (i.e., introduction of purpose and rationale, literature review, and method) as their research proposal. Prerequisite: DOL-900B.

DOL 915 - Dissertation Seminar (3)

This course will provide students with an opportunity to focus their research as they prepare to conduct a research project and write their dissertation. The process of completing and writing a dissertation will be examined and students will be able to share their issues, concerns, and progress as they write the first chapter of their dissertation.

DOL 920 - Dissertation (3)

Research and writing of the dissertation are undertaken during year three commencing with the prospectus and proposal preparation. Candidates will engage in research for and writing of the dissertation. At the completion of the dissertation work, the Dissertation Committee conducts a final oral examination during which the candidate defends the dissertation.

DOL 922 - Dissertation Continuation (1)

After completion of the dissertation courses, students are required to register for Dissertation Continuation each term until the dissertation is satisfactorily completed and defended. Students are expected to retain communication with their dissertation chair and update them on the progress of their dissertation. Graded on a CR/NC basis.

EAR - Earth Science

EAR 130 - Earth Science (3)

An introduction to the physical environment of planet earth. Selected topics from astronomy, geography, geology, and meteorology. Not open to the student who has credit in GEO-201 (Physical Geography).

EAR 131 - Earth Science Lab (1)

Selected laboratory experiences in the earth sciences. One laboratory period. Prior or current enrollment in EAR-130 is required.

EAR 132 - Earth Science (with Lab) (4)

This is a laboratory course designed to give students an understanding of the earth, its processes, history and place in the universe. Major emphasis is on geology, oceanography, meteorology, and astronomy. Human influence on the environment, locally and globally, is explored. Students will gain understanding of the basic systems, their changes, and direct and indirect relation to themselves. Opportunities to develop concept thinking and research techniques will be presented. Considered an elective in the Science Minor for Education Majors.

EAR 160 - Rocks and Minerals (3)

The occurrences, classification, and physical properties of rocks and minerals. Field tests and identification of hand specimens.

EAR 475 - Independent Learning- Earth Science (1 to 3)

Individually arranged study and/or research in the earth sciences. Prerequisite: Permission of instructor.

ECED - Early Childhood Education

ECED 101 - Foundations of Early Childhood (3)

This course provides an introduction to the historical, theoretical, and developmental foundations for educating young children, with an emphasis on creating inclusive environments and curricula that are responsive to the needs of diverse children and their families. Topics include influences, program types, guidance strategies, professionalism, current trends and issues, and advocacy.

ECED 105 - Growth and Development: Infant, Toddler, and Young Child (3)

This course is an examination of the major physical, psychosocial, and cognitive/language developmental milestones for children, both typical and atypical, from conception through adolescence. There will be an emphasis on interactions between maturational processes and environmental factors. While studying developmental theory and investigative research methodologies, students will apply strategies, observe and evaluate children regarding individual differences, and analyze characteristics of development at various stages.

ECED 110 - Early Childhood Education Observation and Assessment (3)

This course examines the appropriate use of assessment and observation strategies to document development, growth, play, and learning when joined with teachers, professionals, and family in promoting a child's success. Recording strategies, rating systems, portfolios, and multiple assessment instruments and tools are explored. Child observations will be conducted and analyzed.

ECED 115 - Early Childhood Learning Environment (3)

This course explores the importance of designing a developmentally appropriate environment for young children by analyzing how to integrate an appropriate daily schedule, determine curricula model use, and selecting appropriate material use that promotes positive child development and learning. The course also emphasizes the positive technique use in effectively guiding and disciplining young children's behavior.

ECED 120 - Early Childhood Nutrition, Health, and Safety (3)

This course prepares teacher candidates for success in leading, managing, and teaching in early learning environments. The course introduces teacher candidates to the laws, regulations, standards, policies and procedures, and early childhood curriculum related to child health, safety, and nutrition. The key components that ensure physical health, mental health, and safety for both children and staff will be identified along with the importance of collaboration with families and health professionals. There is a focus on integrating the concepts into everyday planning and program development.

ECED 201 - Core Content Curriculum and Instruction in Early Childhood (3)

This course prepares teacher candidates for success in planning and teaching in the early childhood classroom, ages birth through eight. Emphasis is placed on appropriate content knowledge and teaching strategies that incorporate information related to child development, learning theories, and the use of assessment and standards in the early childhood years. Teacher candidates will explore various models of instruction as they develop lesson plans and activities that are appropriate for young children. Prior knowledge of child development and familiarity with early childhood classrooms is recommended for success.

ECED 205 - The Young Child, Family, School, and Community Relationships (3)

This course examines the developing child in societal context, focusing on the interrelationships with the family, school, and community. The course further emphasizes historical and cultural factors which influence the family and the process of socialization for young children.

ECED 210 - Early Childhood Literacy and Assessments (3)

This course explores research-based principles and practices for cultivating literacy and assessments during the early childhood years (birth through age eight) within developmentally appropriate methods. Candidates will learn about the resources available to substantiate literacy and assessments proficiency in young children.

ECED 215 - Diversity and the Early Childhood Classroom (3)

This course will examine current issues facing the Early Childhood Education professional in understanding diversity as it impacts the classroom. The course will address various aspects of diversity represented within a classroom including racial, ethnic, linguistic, biographical, and cultural diversity, as well as physical, developmental, and cognitive diversity. Challenges and opportunities associated with the diverse needs of the individual learner will be presented. Factors of working with and supporting diverse populations of young children and their families will be discussed including relevant teaching methods and materials.

ECED 220 - Early Childhood Program Administration (3)

This course examines components needed to operate and manage an early childhood program through exploring state regulations and IDEA and FERPA laws. Operational duties covered include managerial setup of the learning environment, creating policies and procedures, financial management, and creating forms for basics record keeping. The course also explores team building and collaborating with parents and staff.

ECED 310 - Curriculum and Instruction in Early Childhood Education (3)

This course provides an overview of the planning, preparation, and delivery of a developmentally appropriate curriculum for young children. Historical and philosophical influences on past and current approaches to teaching young children are traced and evaluated. It includes a critical examination of principles underlying curriculum development and program planning for young children. The role of the teacher and the curriculum in supporting the development of the whole child will be analyzed. The class will cover the basic components and developmentally appropriate implementation of curriculum across content areas.

ECED 315 - Planning, Instruction, and Assessment for Exceptional Learners in Early Childhood (3)

This course presents methods best suited for educating young children who have exceptional learning needs, whether through disabilities or high/gifted abilities. Legal foundations, policies, and procedures are examined, as well as lesson planning, how to identify types of learning needs, evidence-based instructional strategies, and ways to assess growth in these children. Data-driven decision making is emphasized.

ECED 320 - Observation (3)

This course is a focus on the appropriate use of assessment and observation strategies to document development, growth, play, and learning to join with families and professionals in promoting children's success. Recording strategies, rating systems, portfolios, Response to Intervention, and multiple assessment tools are explored.

ECED 325 - Foundations in Phonics and Language Structure for Early Childhood (3)

This course provides a foundation for teaching reading to children in P - 3 classrooms. Using a reading framework based on scientific reading research (SBRR), candidates will learn how to both teach and assess literacy skills in young children. Topics include print awareness, the alphabet, phonemic awareness, graphemes, phonics, and the structure of our language. Instructional strategies for teaching each of these are explained and modeled. Candidates will assess a single student in Grades 1 - 3 who has been identified as reading below benchmark. Prerequisite: ECED-320

ECED 330 - Reading and Writing in Early Childhood (3)

This course focuses on the development of reading comprehension and writing skills of young children based on scientific reading research (SBRR). Topics include selection of appropriate reading materials, development of thematic units around texts, reading comprehension, vocabulary instruction, text structure, grammar, and the writing process. Candidates will design a literature-based lesson to teach in a P-3 classroom during their field experience. Prerequisite: ECED-325

ECED 332 - Instructional Tools for the Teaching of Reading (3)

The course will investigate the practices and procedures using Basal Reading approach, Four Blocks literacy model, Daily 5/CAF• literacy framework, faith-based reading curriculum, and computer-based programs for the teaching of reading in early childhood education. Methods and tools for organizing assessment data, tracking goals and achievement, working with individuals and groups, and reading comprehension strategies are emphasized for gaining practical application to theory and best practice in literacy instruction.

ECED 334 - Teaching Reading Through Literature for Children (3)

The course will explore the techniques and methods using literature for pre-school age in teaching reading. Candidates will develop techniques and methods in selecting, interpreting, discussing, and formulating strategies for using quality children's books. The course will focus on the following genres: inter-relationship of reading, writing, listening, and speaking; multicultural and international publications; and historical and contemporary publishing trends

ECED 335 - Visual and Performing Arts in Early Childhood (3)

This course focuses on play as the principle medium of children's learning and development of visual and performing arts. Its objectives relate mainly to learning the teacher's role in facilitating and supporting developmentally appropriate activities for birth through age 8 settings.

ECED 340 - Developing Mathematical Concepts in Early Childhood (3)

This course teaches basic concepts and principles related to the mathematical understandings of young children. Numeracy, hands-on construct exploration, comprehension of computation foundations, and the relationship of math with literacy are integrated with appropriate developmental milestones when utilizing instructional strategies with young children.

ECED 345 - Media and Technology in Early Childhood Education (3)

This course examines the role of technology for early childhood in the 21st century and provides a comprehensive study of the use of technology to support learning domains. Top findings and statistical trends regarding children's habits and effects of media usage on development, health, and behavior will be analyzed. The course further emphasizes technology issues in education as related to technology aids for the exceptional learner, English language learner and family outreach, diversity and bias in the media, home applications, and digital citizenship.

ECED 410 - Culturally Responsive Pedagogy in Early Childhood (3)

This course includes theory, pedagogy, and related research on multiple aspects of learner diversity, with emphasis on developing appropriate culturally responsive and inclusive environments for young children. This course covers culturally responsive care and education in Early Childhood settings. It includes the study of sociocultural and political issues as they vary across the diverse cultures represented in the classroom and how they impact a child's development. The course explores the challenge of providing an equitable and effective education to all, and provides methods and materials that can be used in the classroom.

ECED 412 - Linking Literacy and Students (3)

This course addresses the importance of strong literacy support between the family, school, and community in support of student reading achievement. It examines the notion of family-school-community partnerships and evaluates the effectiveness of current partnerships in the student's community. Students effectively communicate with parents/caregivers, daycare programs, community members, and local libraries to provide appropriate supports, books, activities, and resources. Students will develop criteria to assess effective partnerships as they observe and evaluate home-, day care-, community-, and/or library-based programs/activities for P-3 readers.

ECED 415 - Social, Emotional, and Behavioral Interventions (3)

This course examines what social, emotional, and behavioral interventions are, and how these interventions relate to student growth in the classroom. Worldviews and the impact of the teacher's role on social, emotional, and behavioral interventions will also be analyzed. This course also examines the importance of and how to identify appropriate resources that provide intervention services for students. A field component involving critical analysis of a daycare program/curriculum is required for this course.

ECED 420 - Ethics and Administration in the EC Profession (3)

This course examines the issues involved with administering an early childhood program, including program and staff planning and evaluation, center operations, fiscal responsibility, ethical principles, professionalism and advocacy for children.

ECED 425 - Content Pedagogical Methods for Integrated Subject Areas (3)

This course explores ways for the integration of specific subject content which utilizes pedagogical methods of teaching within an early learning setting. The early childhood classroom explores ways for collaboration and integrative curriculum building with a greater focus on theory. A strong emphasis is placed on child-initiated and culturally inclusive approaches with differentiation. The study of verbal and nonverbal communication, reading, writing, numeracy, sciences, social awareness, creative arts, and e-technology learning serve as an appropriate foundation toward a knowledge base for teaching diverse populations of young children.

ECED 428 - Student Teaching Seminar (1)

A seminar stressing a professional examination of principles of classroom instruction and management, certification, job search procedures, interviewing strategies, mock interviews, accountability, and current issues in education. Activities relate theory to practical experience. An emphasis is placed upon the individual's refinement of reflective analysis skills regarding instructional/managerial strategies. Prerequisite: All core courses in the major of Early Childhood Education must be completed prior to taking this course.

ECED 430 - Student Teaching in the PreK/Primary Grades (15)

Student teaching is a demonstration of practical applications of program knowledge, skills, and dispositions in facilitating P-3 students' learning. Authentic assessments documenting candidates' professional growth are exhibited and measured through the use of a Teacher Work Sample. Quality learning experiences in PK/K and Elementary grades 1-3 and are required. Prerequisite: All core courses in the major of Early Childhood Education must be completed prior to taking this course.

00**ECED ORE - Orientation for Early Childhood (0)**

This course provides an orientation to the Early Childhood degree program (both A.S. and B.S.), including resources and departments available to support students as they pursue their degree. University requirements, necessary forms, and expectations are explained, as well as instruction on how best to navigate the online Learning Management System used to deliver courses.

ECO - Economics**ECO 205 - Basic Economics (3)**

An introduction to the principles essential to an understanding of fundamental economic problems within business and society.

ECO 211 - Introduction to Economics (3)

An introduction to the principles essential to an understanding of fundamental economic problems and the policy alternatives to contend with these problems. A special emphasis is placed upon macroeconomics topics including national income, employment, fiscal policy, money, monetary policy, and American economic growth. Not recommended for any major in the Business Division.

ECO 212 - Microeconomics (3)

Provides a background for advanced economics courses. A special emphasis is placed upon microeconomics topics including scarcity, division of labor, the economics of the firm, demand and price elasticity, and profits and competition.

ECO 213 - Macroeconomics (3)

An introductory survey of macroeconomic theory emphasizing how the U.S. economy works as well as the role and influence of the U.S. economy in global markets. Topics include national income accounting, circular flow, short-run and long-run models of the economy, labor productivity and economic growth, inflation and unemployment, money, monetary and fiscal policy, and competing theories of the business cycle.

ECO 270 - Comparative Economic Systems (3)

An analysis of the past and present of various political-economic systems and their implications for the present economy. Systems examined include feudalism, mercantilism, socialism, communism, capitalism, welfare, and interventionism. Prerequisite: ECO-211 or ECO-213.

ECO 275 - Economics of Poverty (3)

An interdisciplinary analysis of one of the most publicized issues in America. Discussed are the roots and history of poverty, alleged solutions, and the social and economic consequences of these solutions. Emphasized are the discovery and application of solutions from a Biblical perspective. Prerequisite: ECO-211, ECO-212 or ECO-213.

ECO 300 - Entrepreneurship (3)

Provides greater understanding of political and economic conditions for entrepreneurial activities to enhance an understanding of risk, uncertainty, and markets, and the motivations and influence of the legal system within which an economy works. The problems of starting a new business, obtaining sufficient capital, and bringing a new business to success will be examined.

ECO 305 - Entrepreneurship (3)

The basic problems of starting a new business, obtaining sufficient capital, and bringing a new business to success are examined, thereby enhancing an understanding of risk, uncertainty, and markets, and the motivations and influence of the legal system within which an economy works. Gives credit for majors in Economics or Business. Prerequisites: BUS-100 and ECO-211.

ECO 306 - Intermediate Microeconomics (3)

Provides a thorough grounding in intermediate-level microeconomics. Basic factors of price and distribution theory will be proposed. Topics to be covered include supply and demand analysis, the behavior of consumers and firms, the structure and performance of markets, income distribution, externalities and public goods, and general equilibrium analysis. Prerequisite: ECO-212.

ECO 307 - Intermediate Macroeconomics (3)

Provides a thorough grounding in intermediate-level macroeconomics. The course will provide a presentation and study of national income aggregates and accounting including equilibrium analysis of output, employment and the price level, business cycle theory, international macroeconomics and finance, and advanced discussions of economic growth. Prerequisite: ECO-213.

ECO 310 - Economics Principles for Managers (3)

During this course students will explore concepts of scarcity, opportunity costs, market pricing, and marginal analysis. In addition, the course will introduce the concepts of production, productivity, and labor costs. This course illustrates economic factors affecting business management and decision-making from a biblical perspective. Models of industrial organizations within markets are compared and contrasted. The course will also distinguish the effects of macroeconomics on business decision-making.

ECO 315 - Urban Economics and Policy (3)

An introduction to urban economic theory, urban spatial form, and urban policy problems. Topics include theories of urban evolution and form, regional comparative advantage and trade, urban economic growth and development, the limits to metropolitan size, land-rent gradients, public goods and externalities in urban areas, and urban policy problems: poverty, housing, segregation, transportation networks, congestion, land use planning and issues in local and regional governance and public finance. Pre-requisites: ECO-212 or ECO-213. Student should also be proficient in basic math, algebra and geometry. Knowledge of statistics will also be helpful.

ECO 320 - American Economic History (3)

A survey of the history of the United States from the economic viewpoint. Gives credit for majors in Economics or History. Prerequisite: HST-211 or HST-212 or ECO-212 or ECO-213.

Crosslisted as: HST-320.

ECO 322 - Research Design and Methods in Political Science and Economics (3)

This course will provide students with an introduction to research methods and statistical techniques used in social science research, particularly in the fields of economics and political science. This will include basic knowledge of the concepts and models employed for conducting experimental research, policy analysis and program evaluation, and unobtrusive research from data sets. Emphasis will be placed on using and applying the qualitative and quantitative techniques most widely utilized in social science research. This course gives credit for political science and history majors. Prerequisite: MAT-112, MAT-305 or BUS-320.

Crosslisted as: POL-322.

ECO 330 - Applied Microeconomics for Business (3)

An overview of microeconomic theory as it relates to the individual business. Microeconomics introduces the student to the overall environment in which business functions. Economic analysis explains the uses and limits of opportunity cost, marginal analysis, and market structure in managerial strategy.

ECO 331 - Applied Macroeconomics for Business (3)

An overview of macroeconomic theories and policy. The course focuses on the analysis of the current national economic environment and its effects on business operations.

ECO 340 - Globalization and Economic Development (3)

An intensive study of recent globalization trends and their impact on both developing and developed economies. A survey of economic development theories in developing economies; the role and influence of the U.S. economy in global markets. Students will discuss current theories of economic development and the arguments for and against globalization, free trade, open immigration, technological change, and the free flow of financial capital. Development topics include population growth and fertility rates, gender equity, educational opportunities for women, private property rights, regime corruption, and the role of the IMF and World Bank in developing economies. Prerequisites: ECO-211 or ECO-213 or consent of the Department.

ECO 365 - Public Administration and Finance (3)

A penetrating analysis of public administration and expenditures. Explores revenue including taxation, budget examination, and the effect of fiscal policy on the economy. Gives credit for majors in Economics or Political Science. Prerequisite: ECO-212, ECO-213 or POL-100.

ECO 399H - Honors College Thesis/Project (3)

Work with a faculty mentor and in cooperation with an Honors College advisor, producing a research thesis or creative project.

ECO 410 - Economic Analysis for Healthcare Administrators (3)

This course is a survey of micro and macroeconomic theories applied in the context of healthcare administration. Students will learn foundational concepts and acquire essential tools for evaluating solutions and strategies in healthcare decision making based on a broad range of economic factors. They will examine the impact of monetary, fiscal, and/or economic policy on healthcare public policy and providers from a biblical perspective. Students will apply quantitative analysis tools to the study and practice of healthcare economics.

ECO 444 - Money and Banking (3)

Discusses the theory of money and banking with specific analysis of the value of money, the nature of inflation, the reappearance of business cycles, and the problem of sound and unsound money. Money supply, interest rates, foreign exchange, and the problems of competition between banking and non-banking financial institutions are examined. Gives credit for majors in Economics or Business. Prerequisite: ECO-211 or ECO-213.

ECO 454 - International Economics (3)

A study of international trade, the international monetary system, and international trade agreements as a means of broadening an understanding of the American economic system within the context of the world economy. Prerequisite: ECO-211 or ECO-213.

ECO 463 - Economic Thought (3)

An analysis of the derivation of economic doctrines from Smith and Ricardo through Marshall and Schumpeter to Keynes, Galbraith, and Friedman. Includes a critical examination of the theories of mercantilism, physiocracy, classicism, Marxism, neoclassicism, and contemporary economics. Gives credit toward majors in Economics or Religion/Philosophy. Prerequisite: ECO-211 or ECO-213.

ECO 473 - Independent Learning in Economics (1 to 3)

An opportunity for advanced students to pursue further study in an economic field of special interest after catalog offerings have been exhausted. Prerequisites: ECO-212, ECO-213 and consent of the Division.

ECO 483 - Economics Practicum (1 to 4)

An opportunity for advanced Economics majors to obtain valuable work experience and gain expertise in relating classroom material to actual business endeavor. A professional-quality paper analyzing one or more business applications will be prepared under departmental faculty supervision. May be repeated. Prerequisites: ECO-212, ECO-213 and consent of the Division.

ECO 498 - Economics Seminar - Research (2)

A seminar course intended to develop the senior Economics major's research skills and professional writing skills in anticipation of a major seminar presentation to be delivered publicly the following semester. Prerequisite: Senior status and ECO/POL-322.

ECO 499 - Economics Seminar - Presentation (1)

A seminar course intended to develop the senior Economics major's professional presentation skills with the preparation and oral presentation of the results of the research in ECO-498 from the previous semester. Prerequisites: Senior status and ECO-498.

ECO 454CC - Global Studies Program (3)**ECO 475CC - Council for Christian Colleges and Universities (1 to 6)**

ECON - Economics

ECON 510 - Economic Analysis for Managers (3)

This course is a survey of microeconomic and macroeconomic theories applied in the context of organizational management. Students will learn foundational concepts and acquire essential tools for making informed business decisions based on a broad range of economic factors. They will examine the implications of monetary, fiscal, and/or international economic policy on organizations and perform quantitative analyses fundamental to managerial economics.

ECON 511 - Business Economics (3)

Students in this course will describe how both micro and macro-economic conditions affect business decision-making and apply the concepts of comparative advantage, opportunity costs, and scarcity of resources for decision-making. Students will assess the market economy's pricing system and the theory of supply and demand, identify the major costs of a business, and apply various models of market structure to the analysis of market conditions. Students will integrate the effects of globalization and international trade on the U.S. and global economies from a Christian worldview.

ECON 512 - Managerial Economics (3)

Students in this course will synthesize economic theory as used by management to optimize performance within the market economy and apply various methods, including regression analysis, to forecasting applications and business analysis. Students will evaluate the theory and estimation of demand, production, and cost functions, assess the pricing and output decisions faced by firms in different market structures, and evaluate the opportunities and risks globalization presents for firms. Students will integrate biblical wisdom into the economic decision-making process. Prerequisite: ECON-511

EDCE - Education - Christian Educ**EDCE 500 - Advanced Instructional Design (3)**

This course provides a theoretical and practical framework for creating effective instruction. Beginning with a study of human learning, a procedure for planning, delivering, and evaluating instruction is presented and practiced through hands-on activities. Emphasis will be on determining goals, identifying appropriate resources and strategies to reach these goals, and evaluating the ultimate achievement of the goals. Through the process of studying this course the student will learn how to construct an instructional course. Elements of instructional design will be put into practice through actual production of a course.

EDCE 505 - Teaching Bible (3)

This course allows Christian educators to develop a philosophy of Christian Education and to follow a preparation process that integrates a biblical worldview throughout the teaching process. The students will learn how to plan a Bible teaching curriculum that includes the subject to study, the teaching units, and the daily lessons. They will learn also how to prepare visual materials for the classroom.

EDCE 510 - Authentic Educational Assessment (3)

This course introduces students to varying methods of assessment. Through an examination of assessment methodology, students develop a foundation for constructing and choosing various forms of assessments, interpreting assessment data, and reporting results in order to gauge student educational progress.

EDCE 515 - Christian Worldview (3)

This course orients the student in his/her way of thinking, so the student can develop a biblical Christian worldview, not only in the area of philosophy and theology, but also in the areas of the arts, the social sciences, and the physical sciences. The student will be prepared to defend a biblical worldview toward teaching and learning as compared to secular alternatives.

EDCE 520 - Biblical Foundations for Curriculum (3)

This course is designed to give both teachers and administrators the skills needed to use the Bible as their primary document for curriculum and instructional design. Students will learn to utilize basic hermeneutical principles when integrating faith and learning, and to design biblically integrated instruction.

EDCE 530 - Curriculum Development and Instruction (3)

This course is designed to enable educators to identify the various philosophical approaches that underlie present day curriculum, so that they may develop their own curriculum theory and also be able to analyze current working curriculum. The evaluation of curriculum utilizing biblical principles such as knowledge, values, teaching, and learning will be emphasized. The components of quality curriculum will be analyzed and skills will be developed in order that the educator may be able to select and adapt programs to accommodate a variety of educational settings and learners.

EDCE 540 - History and Philosophy of Education (3)

In this course students will learn about the role of philosophy in developing educational thought throughout history. Students will examine the importance of developing an educational philosophy for themselves. Lastly, students will demonstrate the ability to defend a philosophy of Christian education using biblical principles associated with teaching and learning.

EDCE 550 - Introduction to Educational Research (3)

This course introduces students to the fundamentals of educational research and scholarly thinking. Students develop and demonstrate the ability to read scholarly research articles and synthesize the findings. In addition, students will be introduced to basic educational research methods. This course introduces the student to the basic ideas of educational research including focusing on writing a research project, conducting surveys, evaluating scholarly articles, and various research methods.

EDCE 560 - Learning Environment and Classroom Management (3)

This course introduces a variety of class management models, with analysis and application emphases. Implications for all grade levels are studied. Classroom environmental arrangements, time-management factors, children of differing backgrounds and needs, mentally, emotionally, socially and/or physically disabled children, and preventative, supportive, and corrective discipline are addressed. Large and small group management and components of effective physical/social/emotional/academic learning environments are examined.

EDCE 570 - The Nature of the Learner (3)

This course enables educators to understand the ways in which student development (cognitive, social, emotional, physical, spiritual) impacts teaching and learning. Through an understanding of children, educators will be better equipped to design programs and instruction that will promote learning. This course looks at early childhood, intermediate, preadolescent, and adolescent learners and the ways in which schools must adapt to learners at these stages. Included in the study will be an overview of brain-based learning theory, multiple intelligence, and the 4 MAT learning model.

EDCE 580 - Supervision of Instruction (3)

This course assists supervisory personnel in improving their ability to exercise effective supervision and evaluation principles. This improvement will be influenced by an understanding of biblical principles, a knowledge of related educational theory, and an opportunity to apply these principles and knowledge to specific supervisory problems and practices.

EDCE 590 - Supervisory Issues for Education Leaders (3)

This course provides school leaders with opportunities to consider a number of school leadership and management topics. Participants will spend time working through such issues as curriculum development, educational psychology, communication, and strategic planning. All participants will take active part in the course through individual readings, group discussion and activities, and lectures. By the end of the course, participants should be better able to supervise both students and staff in their schools. This is a workshop-type course taught in conjunction with the Association of Christian Schools International's annual leadership conference in Haiti.

EDCS - Grad Educ Continuing Studies**EDCS 501 - Instructional Design for Online Educators (3)**

This course focuses on the development of skills and knowledge related to the design of online instruction. Participants will develop an instructional design plan, beginning with a needs analysis and progressing through the design cycle to create an online course that meets student requirements for successful online learning. (A Performance Learning Systems online course)

EDCS 502 - Facilitating Online Learning Communities (3)

This course focuses on the principles and best of any learning platform. Participants will practice specific online communication skills with multiple tools, manage assessments and feedback appropriately, analyze and solve problems, and create a plan of action for teaching their next online course. This course includes strategies to engage diverse learners, support various learning styles, and handle conflict constructively in the online learning environment. Through class activities, practice course simulations, collaboration with colleagues, and dedicated coaching from the course facilitator, participants will gain the necessary tools to nurture a reflective online learning community. (A Performance Learning Systems online course)

EDCS 503 - Cultural Competence: A Transformative Journey (3)

This course equips experienced and beginning educators with the knowledge, awareness, and skills they need to work in today's diverse classroom settings for the goal of student success. Participants will have opportunities to critically examine how privilege and power impact educational outcomes and to understand the role of educators as agents of change for social justice. Learners will use the framework "know yourself, your students, and your practice" to better understand their roles in student achievement. By exploring diversity through multiple perspectives, participants will gain insight into how their own cultural lenses impact their relationships with students and families. (A Performance Learning Systems online course)

EDCS 504 - Response to Intervention (3)

This course provides educators with an overview of the Response to Intervention (RTI) framework for providing data-differentiated instruction to meet the needs of today's diverse learners. Participants will learn about assessment and grouping practices for planning differentiated instruction to help students who struggle as well as how to establish structures for successful school wide RTI implementation. Throughout the course, participants will have multiple opportunities to evaluate

how RTI can align with their current K-12 classroom and discover occasions for application. (A Performance Learning Systems online course)

EDCS 505 - Simulations and Gaming Technologies for the Classroom Online (3)

This course will familiarize teachers with contemporary gaming technologies, enable them to understand the pedagogical models behind games, and show how these gaming models may be used for learning. Video games provide today's youth with new kinds of learning experiences - like leading a virtual civilization or running a virtual guild with hundreds of other participants from around the real world. Through gaming, children engage in complex problem solving, sophisticated collaboration, and creative expression. However, there is some doubt about the effectiveness of gaming as a learning tool when restricted by old learning models. Today's youth must contend with this dichotomy: life outside school - open access to information, opportunities for deep expertise, multiple pathways for learning - and the learning inside school - traditional learning models, limited access to technology. With growing momentum, a new generation of educators is embracing games for learning. Some are already using learning games like Civilization, a commercially produced game, in the classroom. Promising research shows that games can - and will - become powerful learning environments for children (Barab et al, 2007; Squire & Jenkins, 2003; Squire, 2003). Combining the interactivity inherent in video games with complex learning models, a new generation of games is becoming readily available. Will the education system be ready for this new mode of learning? (A Performance Learning Systems online course)

EDCS 506 - Writing Across the Curriculum (3)

This course is designed to support teachers in grades three through six with effective writing instruction across content areas. Created specifically for upper-grade teachers, this course begins by focusing on direct writing instruction in a writing workshop. Participants will learn and practice specific craft and mechanics techniques that are tangible for students, supporting visible progress toward more general goals, such as writing with detail, sentence fluency, and voice. These sessions will also address how to support student independence within personal narrative and nonfiction units of study. The second half of this course looks at writing in the content areas, including math, science, and social studies. Participants will learn a broad range of writing formats that can elevate the way students process information and engage with material learned. For each content area, participants will learn strategies for effective writing instruction, ways to model writing formats, ways to support below-grade-level writers, and how to balance expectations of writing and content in formal and informal assessments. (A Performance Learning Systems online course)

EDCS 507 - Creative Educational Solutions (1 to 4)

This graduate level continuing studies course provides educators and related personnel with the opportunity to develop a personalized plan to meet identified needs within a classroom, school, school district, or community. Educators prioritize their needs and choose the strategies that best suit their individual plan criteria. Upon completion of an approved plan, the participant will develop action research-based solutions. Creativity in project design, experimentation with new pedagogical approaches, or new uses of instructional technology is highly encouraged. The final project will include presentation to colleagues in various settings.

EDCS 510 - Student Engagement and Standards-Based Learning (3)

Using a standards-based approach as its foundation, Student Engagement and Standards-Based Learning explores high-impact learning activities designed to help teachers optimize student learning. Participants will use standards as a basis for designing learning activities, assessments, and scoring guides and will prioritize learning based on curriculum. Using alignment criteria and the POINT design components, participants will evaluate, modify, expand, and design standards-based learning activities in order to maximize student learning, engagement, and achievement. A variety of learning activities aligned to standards and the QFL Process Skills are featured in this course as participants learn to address the needs of 21st Century Learners and foster progress toward deeper retention and transfer of learning.

EDCS 511 - Strategies for the Inclusive Classroom (3)

In the educational realm of Response to Intervention and Differentiation, classroom teachers need practical, research-based strategies that consistently enhance student achievement for ALL students. In this course, participants will explore strategies and design lessons that focus on the learning challenges of diverse learners commonly encountered in an inclusive classroom. This course explores strategies and activities in six areas of instruction that are focused on the academic and social success of a community of learners.

EDCS 512 - Integration of Faith and Learning in P-12 Christian School Classrooms (3)

The single most important concern of Christian schools and its educators is the integration of learning, faith, and practice in every aspect of the curriculum. The goal of the course is to guide educators to help students think biblically and critically about

every subject and about every aspect of their lives. This course will guide Christian educators to 1) make connections between a biblical worldview and curriculum content, 2) demonstrate a passion for lifelong learning, and 3) help them recognize and use their gifts and talents in a vocation to which God calls them.

EDCS 513 - Creating Professional Learning Communities (3)

Creating Professional Learning Communities Online (PLCs) is a dynamic, results-driven course that emphasizes teamwork, group learning, and professional development. Participants will share ideas, discuss divergent views, and formulate a mutual perspective on how they can significantly improve student achievement. Through team building activities, participants explore the challenges that educators face when forming and sustaining learning communities in schools and districts. By collaborating with classmates, participants learn what a professional learning community can accomplish and how the collective intelligence of an effective team is more powerful than working individually. Collaborative leadership, open communication, and a collective focus on results are explored in detail. At the end of the course, participants will have the skills necessary to form highly-productive PLCs in their schools and districts. They will also have a greater understanding of group learning and how team building strategies lead to student achievement.

EDCS 515 - Rigor, Relevance, and Relationships In Today's Classroom (3)

This course focuses on the sophisticated skills and habits of mind students need to be successful in post-secondary education, the world of work, and life in general. This course demonstrates the importance of integrating rigor, relevance, and relationships into classroom practice in order to provide these skills and improve achievement throughout the K-12 system. Educators will develop a deeper understanding of the terms as they are used in academic settings and will have multiple opportunities to reflect on their own practices, engage with new ideas, and apply tools and processes to use with their students. This course aligns with the Common Core and the 21st Century Standards.

EDCS 520 - The Professional Character Development of the Teacher Leader (3)

This course is designed to assist teachers in becoming agents of significant educational and cultural influence in their schools. Candidates will examine their own character and personality traits to create a development plan to determine how they can best use their individual gifts to impact students, colleagues, and stakeholders in their learning community. Candidates will gain understanding of how their personality fits with others' in the solution of problems and in the resolution of conflicts.

EDCS 521 - Leading Change At the Classroom Level (3)

This course provides an opportunity for candidates to demonstrate the knowledge, skills, and dispositions of an effective leader of change in the classroom. Candidates will apply the components of change as they conduct and present research on an approved classroom project. Candidates will use classroom data to examine the implementation of the classroom project and assess its effectiveness. Additionally, the course leads candidates to focus on recommendations for future implementation of the project as they focus on change in their classrooms and schools.

EDCS 522 - The Culturally Responsive Teacher Leader (3)

This course will address the knowledge, skills, and dispositions of the culturally competent teacher leader, evaluate school culture as it impacts school mission and vision, consider buy-in to school mission and vision, align educational practices to impact student achievement, promote a setting that values the diversity of the school setting, and evaluate the school's effectiveness in communicating with stakeholders to build trust and appreciation of shared values.

EDCS 546 - Christian Philosophy of Education (1)

This course provides an introduction to a biblical worldview and a Christian philosophy of education. It requires students to examine the presuppositions upon which they base their personal and professional actions and behaviors, and has them develop a coherent worldview. Additionally, the course leads students to develop a philosophy of education based on their worldview, and uses that philosophy to address issues relative to teaching, including the nature and potential of the student, the role of the teacher, the content of the curriculum, teaching methodology, and the social function of the school.

EDEL - Education - Engl Lang Learners

EDEL 510 - Language Acquisition in Classroom Instruction (3)

In this course, candidates explain their understanding of language as a system, including phonology, morphology, syntax, pragmatics, and semantics, as well as discourse structures, and apply this knowledge to support English Language Learners (ELL's) in their oral and written language use. Candidates understand and apply theories and research in language acquisition and development to support their ELLs' English language and literacy learning and content-area achievement. By using their

knowledge of how people learn language, participants will design instruction that best suits the needs of English language learners, ultimately creating an intervention plan for a specific group of ELL students.

EDEL 520 - The Impact of Culture in the Classroom for the CLD-ELL Teacher (3)

This course is designed to engage participants in gaining an understanding of cultural values and beliefs in the context of teaching and learning. Candidates will understand and apply their knowledge about the effects of racism, stereotyping, bias, and discrimination as they develop instruction and classroom climate that purposefully addresses these issues. Candidates plan lessons that reflect culturally responsive teaching techniques demonstrating the interrelationship between cross-cultural issues as they relate to home events and the transition among the culture and language at home, the culture and language at school, and the impact on CLD/ELL's in the P-12 classroom environment. Candidates explore the range of resources and support available to cultural groups in order to include different cultural perspectives in their curriculum and instruction.

EDEL 530 - Instructional Strategies for the CLD-ELL Student (3)

Candidates will know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Candidates will become knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They will integrate technology, as well as choose and adapt classroom resources, appropriate for their CLD/ELL students.

EDEL 540 - Classroom Assessments for the CLD-ELL Student (3)

In this course candidates will demonstrate an understanding of various assessment issues as they affect CLD/ELL's, such as accountability, bias, special education testing, language proficiency, and accommodations in formal and informal testing situations. Candidates will explore a variety of standards-based language proficiency instruments that are used in the assessment. They will also understand how assessments are used for identification, placement, and reclassification of ELL's. Candidates will understand and know how to use a variety of performance-based assessment tools, strategies, techniques, technology, and other classroom resources to inform instruction of CLD/ELL students. The role of collaboration in assessment design and administration to inform teaching instruction will also be examined.

EDEL 550 - Developing Vital Partnerships and Advocacy in a CLD-ELL Program (3)

This course focuses on the professional growth of the CLD/ELL teacher. Candidates understand the importance of keeping current with new instructional techniques, research results, advances in the ESL field, and education policy issues and demonstrate knowledge of the history of ESL teaching. Candidates will demonstrate how they will use this information to reflect on and improve their instruction and assessment practices. As a professional advocate for CLD/ELL's, candidates will understand the importance of working collaboratively with school staff and community to improve the learning environment, provide support, and advocate for ELL's and their families.

EDHA - Education - High Ability

EDHA 510 - Foundations for High Ability Learning (3)

This introductory course enables candidates to explore various trends and issues related to the history, definitions, characteristics, recent neuroscience findings, and the impact of societal, economic, and cultural factors on the field of gifted education.

EDHA 520 - Cognitive and Affective Development of High Ability Learners (3)

This course is designed to promote development of a comprehensive understanding of the learning differences and characteristics of the academic and social-emotional needs of high ability learners from diverse backgrounds. Emphasis is placed on developing proficiency in differentiated classroom teaching practices that is culturally responsive, integrates technology, and fosters teacher self-efficacy.

EDHA 530 - Fostering Creative and Critical Thinking Skills in High Ability Learners (3)

This course is designed to assist teachers to gain a deeper understanding of the processes of creative and critical thinking for the purposes of practicing and teaching the concepts to high ability learners. Topics include the cognitive and affective elements of creative and critical thinking, the nature of creative and critical thinking, and the processes, strategies, and sample products which further creative and critical thinking for P-12 learners. Personal, professional development needs in this area are also considered.

EDHA 540 - Methods and Digital-Age Media for High Ability Learners (3)

This course provides practical information on how to integrate current digital media techniques into units, lessons, and self-directed projects in P-12 classrooms for high ability learners that also correspond to contemporary neuro-education research. Professional reflection on the use of digital media in student learning is required. Contemporary perspectives and examples of digital-friendly schools are considered.

EDHA 550 - Collaboration in High Ability Program Development and Implementation (3)

This course is designed to promote development of skills in analyzing and applying legal and ethical considerations for developing and maintaining P-12 programs for high ability learners from diverse backgrounds.

EDL - Educational Leadership

EDL 557 - Educational Leadership (3)

Educational Leadership provides an examination of the foundational theoretical principles of leadership and the knowledge, proficiencies, and dispositions required for effective leadership in P-12 settings. Problem-solving and decision-making models are explored as tools to maximize educational benefit to stakeholders. Discussions will include teacher and principal roles in leadership, foundational leadership and organization theory, leading change, building a culture conducive to a learning community, site-based management, supervision, evaluation, effective policy decisions, and implementation of school improvement reforms.

EDL 600 - District Curriculum Leadership (3)

This three hour course is designed to prepare aspiring district level administrators with the fundamental knowledge of curriculum development, curriculum alignment, pedagogical synergy, and research-based instructional methodologies. In order for the candidates to be able to lead curricular change at the corporation level, the following topics will be addressed: models of curriculum development and alignment and curricular integration through various research-based instructional methods.

EDL 602 - Leading Schools to Be Culturally Responsive (3)

This course reflects upon the needs of the district administrator to broaden their scope to be culturally responsive in all diverse settings. Although the urban setting will be a main focus, the course will cover the areas of diversity in both the urban and rural settings. The prospective leader will be exposed to, and apply, practical and effective theory in the myriad of areas needed to assure they are prepared for a diverse and culturally responsive district leadership position.

EDL 605 - District Personnel Management and Supervision (3)

The District Personnel Management and Supervision course is a 3 hour blended course. This course explores the various functions considered vital to the efficient use of the school district's most valuable asset, its human resources. This course covers the area of staffing, employee professional development and training, creation of a favorable work environment, federal and state regulations, and the operation of management-labor relations. Activities and assignments will provide hands-on exploration of all aspects of human resource management in creating win-win results through creative problem-solving processes.

EDL 610 - The Principalship: Building Relationships in a Culture of Achievement (3)

The Principalship: Building Relationships in a Culture of Achievement is designed to launch the candidate into a meaningful and productive internship. In depth analysis and discussion of best practices for a successful building leader will drive this course, with an unwavering focus on empowering teachers and other staff to improve student achievement. Involvement of parents and the total community to establish and sustain a vision of high achievement and preparation for the challenges of life after high school will also be emphasized.

EDL 612 - Prin Intern: Experiential Application of Building Level School Leader Standards (3)

Experiential practice in the specialized duties and responsibilities of the school principal will be the focus of the internship associated with this course. The internship provides significant opportunities for candidates to synthesize and apply the knowledge - and practice and develop building leadership skills through authentic experiences that are field-based, standards-based, sustained, and guided by qualified on-site mentors (chosen by the candidate). All experiences will be examined within the context of increasing student achievement.

EDL 613 - Applied Principal's Portfolio Continuation (0)

This course provides the candidate a ten-week opportunity to complete and present the Applied Principal's Portfolio begun in EDL-612 and EDL-625. This course must be taken immediately following the completion of EDL-625 if the candidate chooses to continue to pursue licensure. Candidates who do not complete the portfolio process in EDL-625 and who do not register and complete this course will not be eligible for licensure. The candidate continues school-based activities that demonstrate the knowledge, skills, and proficiencies identified in the IPSB/ISLLC/ELCC Standards, builds appropriate portfolio exhibits under the direction of the University Supervisor, and formally presents the portfolio in a professional setting. This course may be repeated once for a maximum of two ten-week continuations. Graded on a CR/NC basis. Prerequisite: EDL-625.

EDL 615 - District Facilities Management and Leadership (3)

The District Facilities Management/Leadership course is a 3 hour blended course. All processes and procedures of administrative responsibility including facility needs and assessments processes, actual renovation process, new construction of facilities, facility staffing, facility occupation, ongoing maintenance and improvement of existing facilities, safety procedures and planning will be a major focus of the course.

EDL 616 - Organizational, Operational, and Resource Management (3)

School building leaders need viable organizational, operational, and resource management skills to create safe and productive environments for students and staff, support school improvement, and achieve desired educational outcomes. Collection, analysis, and dissemination of data should be used to drive the school's vision for improvement. The building budget must be planned, monitored, and implemented to foster excellence, equity, and balance. The skills and attitudes needed by building leaders to address these vital areas are the focus of Organizational, Operational, and Resource Management.

EDL 617 - School Finance (3)

This course is designed to prepare principals for the complex area of school finance. The course will focus on the knowledge base necessary for both school building and district business administration including budgeting and accounting. The principal is faced with wearing many hats. These hats range from curriculum and instruction to financial responsibility with many hats in between. The principal will promote the success of all students, staff, parents, and community by having a working knowledge of school finance.

EDL 618 - Professional, Ethical, and Legal Leadership (3)

School building leaders must model the highest levels of professional, ethical, and personal behavior that set the tone for all student and adult relationships in the school. Understanding federal and state laws, rules, and regulations and framing all decisions and actions within those legal parameters are also essential to providing appropriate building leadership. District and school policy manuals and handbooks, contracts, and special education laws and procedures will be examined through the lens of professional, ethical, and legally sound leadership.

EDL 620 - Advanced School Finance (3)

The Advanced School Finance Course is designed to prepare aspiring district level administrators with integral knowledge and enhanced skills for district and building level budgets and accounting practices to enhance governance, promote servant leadership, collaborate with local involvement, incorporate efficient and effective use of monies, as well as to exhibit ethical and moral behavior and decision-making.

EDL 625 - Applied Principal's Portfolio Practicum (3)

The professional growth and development of the aspiring K-12 building level administrator will culminate in the presentation and explanation of the Applied Principal's Portfolio. The candidate will demonstrate competency in all standards of the Indiana Department of Education Building Level Leadership Standards, Interstate School Leaders Licensure Consortium (ISLLC) Leadership Standards, and the Educational Leadership Constituent Council (ELCC) Building Administrator Standards. This course will also include final field experiences in the Mentor-Intern component of the PLP.

EDL 650 - Politics, Political Action Committees and Passing Referendums (3)

This course examines basic skills necessary to develop effective referendum plans, strategies for building successful partnerships for passage of community referendums and knowledge of legal requirements of General Fund and Facilities referendums in the State of Indiana. Internet research, website utilization for teams, and community engagement are a major focus of this course. One of the concurrent themes running throughout the course is that schools/government organizations belong to the community and therefore decisions must be made with a political awareness of the community culture.

EDL 657 - Instructional Leadership Through Effective Management of Human Capital (3)

Instructional Leadership Through Effective Management of Human Capital examines the roles of the K-12 building administrative leader in establishing and maintaining a culture of maximum student achievement by skillful recruitment/recommendation for hiring, supervision, evaluation, and support of building staff. Best practices in building leadership and practical application of leadership theories, visionary planning, and collaborative commitment to school improvement will be examined. Strategies for successful conflict resolution and managing change within the context of continual improvement will be explored.

EDL 700 - Applied Superintendent's Internship Practicum (3)

District Level Internship (3 Hours Blended). The internship is aligned with the first semester of a school year. This course involves a supervised experiential practice in a school setting along with course work and a portfolio to maximize an intern's knowledge, performance, and dispositions aligned with the ISLLC/IDOE Standards. Instructional leadership, staff and program evaluation, public relations, curriculum and staff development will be major areas of proficiency development during the Practicum.

EDL 701 - Applied Superintendent's Internship Practicum - 2nd Semester (3)

District Level Practicum (3 Hours Blended). The practicum is aligned with the second semester of the school year. The professional growth and development of the aspiring district level administrator will culminate in the presentation of the portfolio based on ISLLC/IDOE Standards for district level school leader's criteria. Instructional leadership, staff and program evaluation, public relations, curriculum and staff development will be major areas of proficiency development during the Practicum.

EDL 705 - ISLLC/IDOE Standards Based Research Thesis (3)

This course will build on the completed portfolio to produce a professional written thesis organized as a scientific analysis of theory and practice for continuous school improvement reflecting comprehensive P-12 experiential learning, proficiency development, and leadership influence aligned with the eight conceptual framework domains of the ISLLC Standards. A comprehensive paper applying all of the ISLLC criteria in a research based thesis will be orally defended as the "showcase product" of their servant leader practices. The thesis will focus on a research based instructional and assessment continuous school improvement project.

EDL 770A - Advanced Leadership Seminar and Praxis for Educators (3)

This course explores the impact of the school leader's character and competence on the organization. Students will be challenged to strengthen their level of moral leadership as they confront ethical and legal issues. Strategies for personal and spiritual development will be considered.

EDL 770B - Advanced Leadership Seminar and Praxis For Educators (3)

This course explores the theoretical foundations related to organizational theory and adult learning and its impact on the organization and the school's leader. Students will build a collaborative learning community that engages school leaders in knowledge management and continuous improvement strategies aimed at transforming people, units, and the organization.

EDL 770C - Advanced Leadership Seminar and Praxis For Educators (3)

This course explores the school leader's relationship to the change process and practices of international and intercultural leadership in organizations and the individuals that make up these organizations. Students will examine the change processes, innovation, entrepreneurship, barriers to change, and successful structures and strategies aimed at improving the total organization, groups, and individual. Special emphasis will be placed on understanding multicultural globalization and its impact on how leadership is exercised in today's world.

00**EDL ORE - Orientation to Educational Leadership Programs (0)**

The Indiana Wesleyan University Educational Leadership (EDL) Orientation course is designed to provide students with the opportunity to get to know the members of their cohort, to gain understanding of the university structures and policies as they relate to the program, to become acquainted with Indiana Wesleyan University's learning management system, Blackboard, and to gain an understanding of the policies and procedures of both the IWU School of Educational Leadership and the Principal Leadership or Education Specialist program.

EDOL - Education - Online Learning

EDOL 510 - Introduction to Online Learning (3)

This course presents an overview of the online learning environment from the instructor's point of view. It is a description of the terminology, tools, and skills needed to create a successful online learning experience. Areas addressed in this course include basic online learning concepts, the roles of the teacher and student in online learning, and the components of the online learning environment. Also covered in the course are teaching methodologies, types of blended learning, and guidelines for making the transition from the traditional classroom to the online classroom.

EDOL 520 - Instructor Technology Preparation (3)

This course addresses the role of technology in online learning and teaching, and familiarizes the online instructor with various technologies that enable students to gather information, problem-solve, and use critical thinking skills online. Technology topics covered include hardware, software, peripheral devices, integrating the Internet and social networking, content management systems, and troubleshooting.

EDOL 530 - Instructional Design for Online Learning (3)

This course provides an examination of how instructional design principles and tools facilitate the transfer of knowledge in an online environment. In this course, emphasis is placed on evaluating models, methodologies, learning styles, learning communities, and diversity in student learning.

EDOL 540 - Promoting Student Success in the Online Learning Environment (3)

This course covers the basic tools needed for student success in an online learning environment. Topics include communication, collaboration, and software skills required to succeed in online learning. Also covered are instructor and student responsibilities and expectations, as well as potential roadblocks to success. Tools and techniques for organizing, prioritizing, and completing course tasks are discussed. Finally, instructional methods for guiding students and evaluating student progress in online courses are also addressed.

EDOL 550 - Assessing Knowledge and Skills in the Online Learning Environment (3)

This course examines approaches that assess student knowledge and skills in the online learning environment. Directed instruction, or objectivism, is compared and contrasted with constructivist or inquiry-based learning and assessment theories. Traditional assessment strategies are discussed as applied in directed instructional models of online learning. Nontraditional assessment approaches are explored in constructivist models, such as group products, web pages, multimedia projects, student portfolios, and student projects graded by self-report assessment instruments and rubrics. This course will focus on the use of discussions, pre- and post-testing, writing activities, graded assessments, self-grading assessments, and hands-on projects on student learning and assessment.

EDOL 560 - Online Course Design (3)

This course covers the entire development cycle for an online course. Students will prepare course design documents, lesson presentations including media assets, and graded assessments. In addition, students will prepare supporting materials for instructors and course production. Students will assemble a course portfolio that includes final versions of each course component created throughout the course. Finally, students will review and analyze the portfolios of fellow students.

EDRE - Education - Reading

EDRE 510 - Foundations of Reading Instruction and Literacy Development (3)

This course introduces foundational constructs of reading instruction and early literacy development. Candidates will study the historical evolution behind scientifically-based reading research, analyze the essential components of literacy development, and examine methods for improving reading proficiency. Candidates will further examine the need to differentiate reading instruction for cultural and linguistic diversity. Candidates enrolled in this course are expected to complete a 10 hour field assignment aligned to stated course learning outcomes.

EDRE 520 - Research-Based Instructional Methods for Improving Student Reading Proficiency (3)

This course evaluates research-based instructional methods that improve student reading proficiency, including the use of differentiated reading instruction and the use of flexible groupings based on known student reading levels. A standards-based, differentiated approach to reading instruction is modeled for candidates, emphasizing the importance of student schema

development through instructional scaffolding. Candidates enrolled in this course are expected to complete a 20 hour field assignment aligned to stated course learning outcomes. The field assignment must be completed at the elementary level.

EDRE 530 - Fostering an Environment for Student Literacy Development (3)

This course introduces methods for improving student literacy through the integration of reading and writing instructional methodologies. Candidates will examine advanced literacy methods that foster health literacy habits and attitudes in beginning and emerging readers. This course requires candidates to complete a related 10 hour field assignment.

EDRE 540 - Literacy Development for Diverse Learners (3)

This course examines language development and reading skills acquisition with an emphasis given to Scientifically-Based Reading Research (SBRR). Candidates will examine the learning needs of cultural and linguistic diverse students and demonstrate the ability to design and deliver appropriate intervention that best support literacy development for these students. Candidates enrolled in this course are expected to complete a 20 hour field assignment aligned to stated course learning outcomes.

EDRE 550 - The Use of Formative Assessment Data in Reading Instruction (3)

This course introduces candidates to the use of formative assessment tools frequently used to diagnose reading proficiency. Candidates will examine how formative assessment data from formative and diagnostic reading assessments can be used to prescribe general classroom reading interventions and to inform instructional decisions in the planning of reading instruction at the elementary level. Candidates are required to complete a 20 hour field assignment in the use of formative and diagnostic reading assessments.

EDRE 560 - Teacher Leadership in Literacy Development (3)

This course examines teacher leadership commonly exhibited in the role of a literacy coach. Candidates will be introduced to literacy coaching methods and professional development strategies intended to improve classroom teacher efficacy with respect to literacy development and intervention. Candidates are required to complete a 20 hour field assignment in order to further examine the leadership attributes of an effective instructional coach.

EDSE - Education - Special Education

EDSE 510 - Classroom Responses to Individual Differences in Language and Culture (3)

This course provides a foundational understanding of language development so that the classroom teacher can design a variety of culturally relevant strategies for providing student-centered instruction. With a focus on designing instruction to meet the diverse needs of all students, teachers will use technology and other resources to develop individualized strategies.

EDSE 520 - Individualized Assessment and Data-Based Interventions (3)

Teachers will explore current assessment practices with emphasis on legal and ethical considerations, formal and informal assessment tools, test scores, and technical adequacy. They will gain experience making accommodations, using observational assessment, evaluating teacher-made tests, and selecting appropriate diagnostic measures for determining eligibility and accountability for students with exceptionalities of all ages. The course will focus on the use of assessment data to make informed instructional decisions and respectful communication of assessment results.

EDSE 530 - Research-Based Behavior Interventions (3)

This course will focus on exploring evidence-based methodologies for understanding and managing behavior. Teachers will examine behaviors as related to disability, study functional behavior assessment, and develop behavior intervention plans. Emphasis will be given to legal mandates associated with analyzing behavior and utilizing interventions within the schools with individuals affected by disability. The course includes a 10-hour field experience.

EDSE 540 - Strategies and Interventions for Students With Autism Spectrum Disorders (3)

Teachers will develop effective teaching strategies and interventions for students with Autism Spectrum Disorders. Based on an understanding of the etiology of the disorders in the autism spectrum, teachers will create evidence-based instructional practices that use assistive technologies to address specific academic, behavioral, social, and communication needs. Teachers will cultivate skills in effectively supporting and enhancing students' success in various environments.

EDSE 550 - Collaboration With Families and Professionals (3)

This course will equip teachers to collaborate with other educators, service providers, and parents to develop and implement appropriate services and supports for students with disabilities. Teachers will strengthen their interpersonal skills as they seek to address challenges that affect families with children with disabilities. The course will focus on promoting the essential skills of communication and problem-solving through developing self-awareness of the influence of their own and others' attitudes, behaviors, and ways of communicating on instructional practice. Teachers will collaborate in culturally responsive ways with families, other educators, related service providers, and personnel from community agencies.

EDSE 560 - Seminar: Professional Issues in Disability Services (3)

Teachers will explore professional issues around disability services. Topics include definition, life-span concerns, community collaboration, response to intervention, religion and culture, laws, and bio-medical ethics. The seminar provides teachers with an opportunity to investigate topics that are relevant to their own teaching practice to promote a Christian response to disability.

EDS - Special Education

EDS 215 - Teaching and Learning in Inclusive Settings (3)

Emphasis is placed on the definition, characteristics, and methodology unique to learners who require mild interventions. A current criminal background check may be required; students are responsible for related expenses.

EDS 324 - Literacy for the Adolescent With Exceptional Needs (3)

Addresses the literacy needs of the adolescent and adult learner with exceptional needs through an integrated, balanced literacy approach. Special emphasis is placed on expository reading/writing and the study skills required in the middle and high school classroom. Functional literacy skills are also examined.

EDS 331 - Critical Issues in Severe Disabilities (3)

This course examines the variety of ethical, moral, legal, and programmatic issues that impact on programs for students with severe disabilities. This process of examination will focus on historical practices, legislation, litigation, and the perspectives of professionals, consumers, and family members. A current criminal background check may be required; students are responsible for related expenses. Prerequisites: PSY-276 and EDS-215.

EDS 332 - Community-Based Instruction, Supports, And Services (3)

Individuals with severe disabilities often require a network of instructional experiences, informal supports, and formal services. This course provides students with the skills necessary to evaluate the learning needs of students with severe disabilities and develop/implement instructional programs in school and community settings. A current criminal background check may be required; students are responsible for related expenses. Prerequisite: EDS-331.

EDS 333 - Interdisciplinary Collaboration (3)

Services and supports for individuals with severe disabilities are generally provided by professionals from a variety of disciplines including education, medicine, psychology, occupational and physical therapy, religion, and social work. This course focuses on the unique contributions of each discipline and the skills necessary for teachers to effectively and collaboratively plan programs of instruction. A current criminal background check may be required; students are responsible for related expenses. Prerequisite: EDS-331.

EDS 350 - Assessment in Special Education (3)

Develops competency in formal and informal assessment. Emphasizes the educational implications of obtained results in programming for learners with disabilities. Stresses practicum experiences specific to the student's course of study.

EDS 350P - Assessment in Special Education Practicum (1)

Students will be involved in a practical experience in a local school setting which will provide a "laboratory" for the application of the principles of assessment in special education. A current criminal background check may be required; students are responsible for related expenses. Co-requisite: EDS-350 (Assessment in Special Education). CR/NC

EDS 354 - Language Arts Methods (2)

This course provides a study of methods and materials used in developing an integrated language arts program in the elementary classroom. Strategies for incorporating speaking, listening, reading, writing, grammar, spelling, and handwriting as

part of thematic units are emphasized. NCTE and IRA guidelines are used as standards of proficiency. Field Experience provided through EDU-373. Work in this course is done in conjunction with EDU-388 (Developmental Reading) and EDU-365 (Children's Literature), and EDU-355 (Social Studies Methods). Prerequisite: Admission to the Teacher Education Program. (Component of Junior Professional Year).

EDS 361 - Behavior Management in Special Education (3)

Examines instructional practices and methodologies that permit effective behavioral management of learners with mild disabilities in various settings. Focuses on various techniques and methods of applied behavior analysis to both manage the behavior and environment. Stresses practicum experiences specific to the student's course of study.

EDS 370 - Public Policy and Special Education (3)

Considers legislation and court cases that assure an education for all learners with disabilities. Centers on relevant federal, state, and local procedures for implementing special education.

EDS 373 - Early Childhood Practicum (3)

This course emphasizes the early childhood curriculum, planning for teaching, classroom management and teacher-student interactions. It requires the application of knowledge acquired in EDU-271. Experience will be gained through 150 hours of participation and supervision in a primary setting (P-3) under the direction of a cooperating teacher and university supervisor in an accredited school. Professional development seminars will be included. A current criminal background check may be required; students are responsible for related expenses. Prerequisites: EDU-290 and EDU-271. Co-requisites: EDS-388, EDS-354, EDS-355, EDS-365 and Admission to the Teacher Education Program.

Crosslisted as: EDU-373.

EDS 381 - Methods for Teaching Children With Exceptional Needs (3)

Reviews the instructional and curricular approaches which accommodate the academic, social, cognitive, communication, and physical needs of the elementary learner with disabilities. Special emphasis is placed on meeting familial and classroom teacher needs.

EDS 382 - Methods for Teaching Adolescents With Exceptional Needs (3)

Focuses on methods and materials that meet the educational needs of adolescent and young adult learners with disabilities. Presents a variety of curriculum approaches, including functional/vocational, learning strategies, and compensatory.

EDS 385 - Special Education Practicum I (2)

Ninety hours of field experience within a public school classroom under the direction of a classroom teacher and university supervisor. The student must be placed in a resource room or regular classroom with an inclusionary component. Course includes college seminars which provide an overview and guidelines for classroom observation and participation strategies. A current criminal background check may be required; students are responsible for related expenses.

EDS 386 - Special Education Practicum II (1)

See EDS-385. CR/NC

EDS 387 - Special Education Practicum III (3)

See EDS-385. CR/NC

EDS 388 - Developmental Reading (3)

This course studies the theories, approaches, and methodology of teaching reading/literacy in the elementary classroom. Emphasis is placed on the planning and teaching of reading/literacy as an integrated, balanced literacy approach. Strategies for integrating skills such as phonics into meaningful literacy lessons are examined. Students identify components of a total Language Arts/literacy program which integrates various theories and strategies based on current research and recommendations of the International Reading Association. Co-requisite: EDU-354 (Language Arts Methods) and EDU-365 (Children's Literature). Prerequisite: Admission to the Teacher Education Program.

EDS 399H - Honors Thesis/Project (3)

Work with a faculty mentor and in cooperation with an Honors College advisor, producing a research thesis or creative project.

EDS 494 - Student Teaching Seminar (1)

See EDU-495. CR/NC

EDS 496 - Supervised Student Teaching in Special Education (15)

Full-time supervised student teaching in accredited schools within Grant County and surrounding areas. Each student will receive two placements of eight weeks each. The placements will be diversified according to the student's program and the licensing requirements. Each student assumes, under the direction of the selected cooperating teacher and with university supervision, responsibility for teaching in the cooperating school. The student teaching will last for a full semester. A current criminal background check may be required; students are responsible for related expenses.

EDS 520 - Understanding the Exceptional Needs Learner (3)

The definition, characteristics, and methodology unique to learners with mild disabilities and the interplay between the learner, the teacher, the family, the school environment, peers, and the community are the focal points of this course. These elements are analyzed against the backdrop of federal, state, and local rules, regulations, policies, and practices that govern the provision of special education services.

EDS 522 - Historical Perspectives of Special Education: Law, Policy & Practices (3)

This course examines and considers the influence and impact of legislation and court cases on the provision of special education services to students with disabilities. Course content and activities center on relevant federal, state, and local procedures for implementing effective special education programs for all students.

EDS 530 - Diagnosing & Managing Behavior: Theory, Applications & Field Practice (3)

This course examines instructional practices and methodologies that permit effective behavioral management of learners with mild disabilities in various settings. There is a focus on various techniques and methods of applied behavior analysis to both manage the behavior and the environment. Course content is integrated with practicum experiences specific to the student's course of study.

EDS 532 - Assng Lrng:Theory,Dev &Field Apps:Diagnos., Formative&Summative Tools (3)

This course will focus on competency development in the knowledge base, construction of, and/or application of formal and informational assessment via online and K-12 classroom application learning formats. Emphasis is placed in demonstration of competence in the interpretation of assessment data and their implications in designing educational experiences for Mild Exceptional Needs learners. Appropriate K-12 Practicum activities are designed to facilitate students learning and its assessment through the creation of products and process observations that meet the objectives of this course and validate student competency in related Conceptual Framework Expectations.

EDS 534 - Tchng Exceptional Needs Learner: Theory, Applications & Field Practice (4)

Methods and materials which focus on educational needs of the adolescent and young adult learner with mild disabilities are the focus of this course. A variety of curriculum approaches are presented, including: functional/vocational, learning strategies, and collaborative teaching. This course also focuses on the instructional and curricular approaches that accommodate the academic, social, cognitive, communication, and physical needs of the elementary learners with disabilities. Theoretical perspectives will be the foundation for informed, knowledgeable teaching practice.

EDS 536A - Field Application and Performance Competency Validation - A (1)

EDS-536A-D: This series of one semester hour courses provides the ENMI candidate with supervised practical application, in a mild intervention setting, of program knowledge, skills, and dispositions and assessment of ENMI candidate's growth in program's conceptual framework domains. Authentic assessments documenting professional growth will be exhibited in the Applied Competency Assessment Portfolio. The successful completion of EDS-536A is the prerequisite to take EDS-536B, EDS-536B for EDS-536C, and EDS-536C for EDS-536D.

EDS 536B - Field Application and Performance Competency Validation - B (1)

EDS-536A-D: This series of one semester hour courses provides the ENMI candidate with supervised practical application, in a mild intervention setting, of program knowledge, skills, and dispositions and assessment of ENMI candidate's growth in program's conceptual framework domains. Authentic assessments documenting professional growth will be exhibited in the Applied Competency Assessment Portfolio. The successful completion of EDS-536A is the prerequisite to take EDS-536B, EDS-536B for EDS-536C, and EDS-536C for EDS-536D.

EDS 536C - Field Application and Performance Competency Validation - C (1)

EDS-536A-D: This series of one semester hour courses provides the ENMI candidate with supervised practical application, in a mild intervention setting, of program knowledge, skills, and dispositions and assessment of ENMI candidate's growth in program's conceptual framework domains. Authentic assessments documenting professional growth will be exhibited in the Applied Competency Assessment Portfolio. The successful completion of EDS-536A is the prerequisite to take EDS-536B, EDS-536B for EDS-536C, and EDS-536C for EDS-536D.

EDS 536D - Field Application and Performance Competency Validation - D (1)

EDS-536A-D: This series of one semester hour courses provides the ENMI candidate with supervised practical application, in a mild intervention setting, of program knowledge, skills, and dispositions and assessment of ENMI candidate's growth in program's conceptual framework domains. Authentic assessments documenting professional growth will be exhibited in the Applied Competency Assessment Portfolio. The successful completion of EDS-536A is the prerequisite to take EDS-536B, EDS-536B for EDS-536C, and EDS-36C for EDS-536D.

EDS 540 - Developmental Reading: Theory, Applications, and Field Practice (3)

This course focuses on the developmental nature of reading abilities for students with mild learning disabilities, regardless of whether those students are in a self-contained or inclusive setting. Scientifically based research is used to form the framework for various cognitive learning theories as they apply specifically to reading skills. Application of those theories is the dominant theme in classroom field settings, as candidates practice the reading strategies and cognitive sequencing taught in this course.

EDS 545 - Study Skills Exceptional Needs Learner: Theory, Appls & Field Practice (3)

This course focuses on the theory and application of teaching study skills to students with exceptional learning needs. Emphasis is placed on enabling the students to learn reading, writing, and listening techniques that will be helpful to them throughout school and into their adult lives. The use of modifications and accommodations in the classroom, with regard to assignments, assessments, and materials, is highlighted through field experience and expectations.

EDS 564 - Critical Issues in Severe Disabilities (3)

This course examines a variety of ethical, moral, legal, and programmatic issues that impact on programs for students with severe disabilities. This process of examination will focus on historical practices, legislation, litigation, and the perspectives of professionals, consumers, and family members. Prerequisite: Exceptional Learners (Special Education) License.

EDS 565 - Community-Based Instruction, Supports, And Services (3)

Individuals with severe disabilities often require a network of instructional experiences, informal supports, and formal services. This course provides students with the skills necessary to evaluate the learning needs of students with severe disabilities and develop/implement instructional programs in school and community settings. Prerequisite: Exceptional Learners (Special Education) License.

EDS 566 - Interdisciplinary Collaboration (3)

Services and supports for individuals with severe disabilities are generally provided by professionals from a variety of disciplines including education, medicine, psychology, occupational and physical therapy, religion, and social work. This course focuses on the unique contributions of each discipline and the skills necessary for teachers to effectively and collaboratively plan programs of instruction. Prerequisite: Exceptional Learners (Special Education) License.

EDS 575 - Student Teaching One (2 to 6)

This course provides the candidates working in K-12 exceptional needs settings with supervised practical application of program knowledge, skills, dispositions, and assessment in the Teacher Decision Maker domains. Candidates will complete authentic assessments to document professional growth through an Applied Competency Assessment Portfolio. This course may be repeated for additional areas of licensure. Graded on a CR/NC Basis.

EDS 620 - Strategies for Development of Professors Understanding Exceptional Needs Learners (3)

The analysis of current research in regards to the definition, characteristics, and methodology unique to learners with mild disabilities and the interplay between the learner, the teacher, the family, the school environment, peers, and the community are the focal points of this course. The current policy and practices are examined in relation to the current research and the provision of exceptional needs services. This course also addresses instruction at the university level. Candidates will develop an understanding of adults as learners and appropriate instructional strategies, the incorporation of professional standards, and a biblical perspective of the course content.

EDS 622 - Strategies for Development of Professors Historical Perspectives-Special Education (3)

In this course a historical study of social activism, legislation, and court cases that effected the provision of services to students with disabilities and the impact of these changes within the local school setting will be research and examined. Course content and research focuses not only on understanding relevant federal, state, and local procedures for implementing effective programs for students with exceptional needs, but also on understanding the desirability of these procedures from a biblical and current social perspective. In addition, there will be a focus on the components of adult instruction at the university level. The content and activities include an understanding of adult instructional strategies and the incorporation of professional standards.

EDS 630 - Strategies for Professors in Diagnosing and Managing Behavior (3)

This course examines current research addressing instructional practices and methodologies that permit effective behavioral management of learners with mild disabilities in various settings. There is a focus on evaluating the research on various techniques and methods on social skills, management of behavior and the environment in relation to addressing the diversity of student needs. This course also addresses instruction at the university level. Candidates will develop an understanding of adults as learners and appropriate instructional strategies, the incorporation of professional standards, and a biblical perspective of the course content.

EDS 632 - Strategies for Professors in Assessing Learning (3)

This course examines and compares current research and theory concerning the issues in the construction of and the application of formal and informal assessments and the K-12 classroom learning. Emphasis is also placed on the interpretation of assessment data and their implications in designing educational experiences for learners with mild exceptional needs. Candidates will develop an understanding of adults as learners and appropriate instructional strategies, the incorporation of professional standards, and a biblical perspective of the course content.

EDS 634 - Strategies for Professors in Teaching the Exceptional Learners (3)

Methods and materials which focus on educational needs of all learners with mild disabilities are the focus of this course. This course examines the current research and theories on the instructional and curricular approaches that accommodate the academic, social, cognitive, communication, and physical needs of learners with disabilities. Theoretical perspectives will be the foundation for informed, knowledgeable teaching practice. Incorporated into the course content are the theories and application of adult learning strategies and the professional standards for teachers of children with exceptional needs through a biblical perspective.

EDS 636 - Strategies for Professors in Field Application/Performance/ Competency/ Validation/Portfolio (3)

This course focuses on the development of university level instructors with skills to supervise non-licensed teacher candidates, who are on emergency permits in mild interventions, with instruction in their practical application of program knowledge, skills and dispositions as well as an assessment of their growth in Teacher as Developer domains. The course content and activities include understanding and application of adult learning strategies and the incorporation of professional standards, to provide a biblical perspective of Teacher as Developer.

EDS 640 - Strategies for Professors in Developmental Reading (3)

This course focuses on the developmental nature of reading abilities for students with mild disabilities, regardless of whether those students are in a self-contained or inclusive setting. Scientifically based research is used to form the framework for various cognitive learning theories as they apply specifically to reading skills. The course content and activities include understanding and application of adult learning strategies and the incorporation of professional standards, to provide a biblical perspective of the content areas.

EDS 675 - Strategies for Development of Professors in Student Teaching I (3)

This course focuses on the development of university level instructors with skills to supervise non-licensed teacher candidates, in mild interventions, with instruction in their practical application of program knowledge, skills and dispositions as well as an assessment of their growth in Teacher as Developer domains. The course content and activities include understanding and application of adult learning strategies and the incorporation of professional standards, to provide a biblical perspective of Teacher as Developer.

00**EDS ORE - Orientation (0)****EDTL - Education - Teacher Leadership****EDTL 510 - Personal Attributes and Leadership (3)**

This course emphasizes the examination of personal identity and personal affective and cognitive attributes and their relationships to effective teacher-leader behaviors.

EDTL 515 - Leading an Inquiry-Based and Student- Engaging Classroom (3)

The candidates will examine inquiry or problem-based learning in the elementary and secondary school environment. Methods of balancing the art and science of teaching content will be integrated with inquiry-based strategies of instruction. The candidate will learn strategies to address the needs of the diverse learner in the context of a safe and inclusive classroom. The national common core standards will be examined, discussed, and aligned to inquiry. Constructivist and problem-based teaching techniques to enhance student engagement with and student ownership of required content will be guiding concepts throughout the course.

EDTL 520 - The Teacher Leader As a Collaborative Coach (3)

This course enables candidates as teacher leaders to explore the current trends, issues, and research in collaborative coaching, and the impact on professional learning communities, collegial relationship, and student learning.

EDTL 525 - Curriculum Leadership for Rigor and Relevance (3)

This course allows teacher leaders to coordinate curriculum in P-12 schools and school districts, focusing on rigorous and relevant learning grounded in 21st Century knowledge and skills. Topics include research-based foundations for curriculum, professional literature and language of curriculum, and frameworks for curriculum development. Teachers will explore ways in which educators can align local curriculum with Common Core Standards and other applicable sets of content-area standards. Course activities and assessments will model research-based practices and focus on authentic, self-directed learning. The course will culminate in a three-stage Understanding by Design (UbD) unit that is consistent with world-changer ways of thinking.

EDTL 530 - The Teacher Leader in a Professional Learning Community (3)

This course will address the responsibilities of teachers as team leaders, with special emphasis on the knowledge, skills, and dispositions needed to work in teams to improve student learning. Candidates will analyze and synthesize Biblical and theoretical principles and practical understandings of the complex roles and responsibilities of a team leader in engendering organization commitment, resolving conflict, applying current research as it applies to team leadership, facilitating committee work, building communication skills, planning for student leadership and developing and sustaining professional learning communities.

EDTL 535 - Leading for Differentiated Instruction (3)

This course provides teacher leaders opportunities to improve student learning by using research-based instructional strategies that encourage authentic, self-directed learning by P-12 students. Teachers will design instructional units that are aligned with Common Core Standards and other applicable sets of content-area standards, assuring differentiation of content, teaching and learning processes, and student products to support individual learner needs. Instructional strategies will be designed to encourage cooperative and collaborative student learning, project-based learning, and community-based service learning. The course will culminate in instructional practices that differentiate for identified student needs, with specific emphasis on 21st Century college and career readiness.

EDTL 540 - Leading Instructional Improvement (3)

The Leading Instructional Improvement course provides a comprehensive exploration of instruction-related leadership principles aligning teacher improvement with student improvement through data-driven decision making and focused professional development. Participants not only develop competencies as effective instructional leaders, they also demonstrate both the capacity to collaborate with peers and establish accountability between student learning and the quality of the instructional program.

EDTL 545 - Diagnostic Assessment for Learning (3)

The course will provide an overview of historical, current, and best practices resulting in effective assessments for diverse learners. It is formatted to assist the teacher assessor in implementing a multi-dimensional, continuum of outcome data that supports the curriculum and instruction. The development, implementation, and evaluation of various assessments will be aligned with state and national standards as well as educational psychology theories. Priority is placed on measuring P-12 student learning through traditional, non-traditional, technology-based, and global assessments that lead to relevant adjustments in instruction based on assessment outcomes.

EDTL 550 - The Culturally Competent Teacher Leader (3)

This course will: address the knowledge, skills and dispositions of the culturally competent teacher leader, evaluate school cultural anthropology and levels of culture as they impact school culture, mission, and vision, consider buy-in to school mission and vision, examine the use of school climate information to improve school climate, align educational practices to impact student achievement and promote a setting that values the diversity of the school setting, examine school climate and culture and their effect on district organizations, and explore the school's effectiveness in communicating with stakeholders and inharmonious parties through commitment to trust and appreciation of shared values.

EDTL 555 - Applied Educational Research (3)

This course is an introduction to educational research strategies with an emphasis on the practical application of research theories and principles. In this course, candidates analyze and evaluate the role of research in various educational contexts. They use educational research to inform and support their classroom-based research decisions. Candidates also identify an educational problem, select the appropriate research methodology to study the problem, and design and evaluate a classroom-based action research study to address the education problem.

EDTL 560 - The Teacher Leader As a Change Agent (3)

This course is designed to enable candidates to demonstrate the knowledge, skills, and dispositions of an effective leader of change, to apply the components of change leadership and change processes to proposal design considerations, and to develop a proposal for an educational change to be implemented in an educational context.

EDTL 570 - Supporting Quality Instruction and Improved Results Through Professional Relationships (3)

This course focuses on content specific instructional improvement and on improving teaching effectiveness through the formal and planned improvement of professional relationships. The course will emphasize relationship building strategies that contributes to an effective school culture.

EDTL 580 - Leading Teachers Through Data-Analysis and Data-Driven Decision-Making for Increased Student Achievement (3)

This course focuses on leading positive change in classroom and school-level student achievement results through the close analysis of student achievement data. This data analysis will be guided through very specific and research-based best practices for the correct reading and interpretation of data. This course will emphasize the role of teacher leaders in the use of assessment data to lead others in improving individual student performance.

EDTL 590 - Providing Teacher Leadership Through High Quality Professional Development (3)

This course examines the relationship between high-quality professional development, teacher leadership, and student achievement. The course emphasizes National Staff Development Council Standards and requires candidates to demonstrate evidence of successful mastery. Candidates completing this course will identify staff development needs based on analysis of data to plan professional learning for specific groups (and needs) of teachers; and finally, candidates will design and facilitate high-quality professional development for their content area.

EDU - Education

EDU 130 - American Education (3)

An orientation course for students who expect to enter the teaching profession. Considers the history, principles, problems, and philosophy of public education in American society. Study of the desired competencies in teaching, evaluation of one's own capacities, interests, and abilities, and planning of one's professional career.

EDU 200 - Educational Technology (1 to 2)

This course provides an opportunity for the education major to develop skills in using word processing, database, Power Point, spreadsheet applications and webquest development. Application of the uses of the Internet will be included. Foundation to this course are the standards as set forth by the International Society of Technology in Education (ISTE) in their National Education Technology Standards for Teachers (NETS*T): Also, the student will understand the National Educational Technology Standards for Students (NETS) Basic operations and concepts, social, ethical, and human issues, Technology productivity tools, Technology communications tools, Technology research tools, Technology problem-solving and decision-making tools and how these standards will impact future teachers.

EDU 216 - Literature, the Young Child, and Response (2)

This in-depth course for early/middle childhood majors (P-6) is designed to encourage the student to take a critical look at the art of literature for young children and explore the possibilities of response to that literature. Emphasis will be placed on the careful selection of developmentally appropriate quality literature of various genre. A range of response modes is also explored which include drama, movement, music, and illustration to support students' transactions with text. The course also includes a study of how multicultural perspectives in literature can be considered in order to transform students' knowledge, attitudes and behaviors through careful selection of books for literature-based instruction. A current criminal background check may be required; students are responsible for related expenses.

EDU 218 - Critical Issues in Education (1 to 3)

This course is intended to help education majors to synthesize, integrate, and apply their understanding of current trends and critical issues in the field of education. It will explore, in depth, various topics of relevance to education, and will deepen the education majors' understanding and application of issues presented in the professional education course sequence. Topics will be developed and decided by department. Prerequisite: successful completion of EDU-130, American Education, and completion of 32 credit hours or permission of the School of Teacher Education. Elective credit only.

EDU 231 - Phonics I: Phonemic Awareness (1)

Learn how to develop a child's phonemic awareness to prepare him or her to be a successful reader. This course begins with phonemic awareness assessment options. Based on assessment results, the teacher can determine which strategies are most appropriate for each student. Instructional strategies presented in the course include rhyming, alliteration, onset and rime, syllable segmentation and more.

EDU 232 - Phonics II: Phonics (1)

This course is the second of three one-hour courses which addresses the role of phonics in a balanced reading program. This course will focus on the concepts of grapheme/phoneme relationships, phonic generalizations and syllabication. Materials for teaching and practicing these concepts will be developed.

EDU 233 - Phonics III: Word Knowledge (1)

This course explores word recognition and spelling skills K-12 -- with a K-8 emphasis. Based on extensive observations and experiences in real classrooms it combines discussions of theory and practical assessment tools and techniques with over 250 ready-to-use word study, spelling, vocabulary, and phonics activities presented in a developmental sequence from Preliterate through the Derivational Constancy stage. It shows students how to work with picture and word sorting, how to use word banks at the beginning of phases, and how to incorporate word study into reading and writing.

EDU 234 - Critical Issues in Education (1)

This one credit elective course is designed to explore research-based classroom management theories and strategies. Students will critically analyze historical and current management theories as they develop their own classroom management plans. Prerequisites: EDU-295 and EDU-296.

EDU 240 - Educational Psychology (3)

A study of the learning processes, methods of evaluation, and basic classroom management techniques. Special attention is devoted to students with special needs and multicultural perspectives. A current criminal background check may be required; students are responsible for related expenses. Prerequisites: EDU-130 and PSY-150.

EDU 245 - Foundations of Literacy: Phonemic Awareness and Phonics (3)

This course will focus on the stages of literacy acquisition and examine the building blocks of teaching children how to read and write. During this course, students will become proficient in the core components of literacy instruction which consist of

phonemic awareness, phonics, fluency, vocabulary, text comprehension and response. This course includes an exploration of instructional strategies to implement a coordinated literature program and begin to plan appropriate curriculum in literacy development.

EDU 250 - Principles of Teaching (3)

The general methods course for senior high/junior high/middle school majors emphasizing lesson design, mastery teaching, motivation, effective instruction, classroom management, learning styles, and multicultural perspective. A current criminal background check may be required; students are responsible for related expenses.

EDU 265 - Literature for Adolescents (3)

Literature for Adolescents emphasizes applying criteria for evaluation, selection, and utilization of literature by reading actual selections, reader response, and discussion. Cultural diversity, developmental appropriateness, appreciation for literature, and lifelong learning are set in the context of current research. The integration of faith and learning is a strong component of the course.

EDU 271 - Foundations in Early Childhood (3)

This course is designed to provide an overview of Early Childhood education including a historic perspective and an understanding of the early childhood curriculum based on developmentally appropriate practice as defined by the National Association of Young Children (NAEYC). Creating, organizing and managing an effective learning environment as well as developing strategies for observing and assessing the young child will be emphasized.

EDU 290 - Elementary Education in a Pluralistic Society (3)

This introductory course for early/middle childhood majors (P-6) is designed to expose the student to the varied teaching strategies/methodologies of classroom management, lesson preparation and presentation, and selection of developmentally appropriate learning activities. The course includes a study of how multicultural perspectives can be reflected in curricular design, planning and evaluating, instructional design and assessment, professional practice, and teachers' and students' knowledge, attitudes and behaviors. Current educational issues such as diversity in the classroom and parent involvement are discussed. A current criminal background check may be required; students are responsible for related expenses. This course is a prerequisite to Stage C Courses. Prerequisite: EDU-130 or permission of the School of Teacher Education.

EDU 292 - Fine Arts for Elementary Teacher (3)

A course designed to acquaint the elementary education major with elements of movement, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students. The visual arts component of the class includes teaching techniques and skills in handling the various art materials suitable for the elementary school classroom. A strong emphasis is placed on integrating art into the other elementary subjects. The music component of the class includes a general knowledge of the fundamentals of music, developed through singing, listening, playing, performing, moving and creating. The music component also emphasizes the uniqueness of music as well as the integration of music in other content areas. Prerequisite: EDU-290.

EDU 295 - Elementary School Observation/Participation (k-6) (1 to 3)

Three weeks of full-time field experience within a public/private school classroom under direction of a classroom teacher and university supervisor. Course includes college seminars which provide overview and guidelines for classroom observation strategies. May Term. A current criminal background check may be required; students are responsible for related expenses. Prerequisites: EDU-130 or permission of the School of Teacher Education. CR/NC

EDU 296 - Secondary School Observation/ Participation (1 to 2)

Two weeks of full-time field experience within a public/private school classroom under direction of a classroom teacher and university supervisor. Course includes college seminars which provide overview and guidelines for classroom observation strategies. May Term. A current criminal background check may be required; students are responsible for related expenses. Prerequisites: EDU-130 or permission of the School of Teacher Education. CR/NC

EDU 306 - Mathematics Methods and Materials (3)

This course is taken in conjunction with EDU-391, Junior Professional Year Clinical Experience. The course fosters the application of methods in the classroom clinical experience. Special emphasis is taken on the use of concrete materials and the transfer to representative and symbolic mathematical language.

EDU 324 - Literacy in Diverse Classrooms (3)

This course serves to introduce pre-service teachers to the problems involved in learning from text. This course emphasizes practical strategies of reading and writing and methods of teaching from text that are particularly appropriate for use in middle schools and high schools. This course also addresses issues of student diversity and characteristics of texts for the less able reader to the gifted/talented. Emphasis is placed on the integration of various theories and strategies based on current standards, research and recommendations of IRA, NCTE, NCTM, NCSS, ASCD, etc. Prerequisite: Admission to the Teacher Education Program, or permission of the School of Teacher Education.

EDU 354 - Literacy Arts Methods (4)

This course provides a study of methods and materials used in developing an integrated language arts program in the elementary classroom. Strategies for incorporating speaking, listening, reading, writing, grammar, spelling, and handwriting as part of thematic units are emphasized. NCTE and IRA guidelines are used as standards of proficiency. Field Experience provided through EDU-373. Work in this course is done in conjunction with EDU-388 (Developmental Reading) and EDU-365 (Children's Literature), and EDU355 (Social Studies Methods). Prerequisite: Admission to the Teacher Education Program. (Component of Junior Professional Year).

EDU 355 - Social Studies Methods (3)

This course introduces current and emerging ideas and trends for elementary education majors, grades P-6. The focus will be on the development of an integrated/interdisciplinary curriculum. Emphasis on objectives and standards, discovery-inquiry, teaching strategies for diverse learners, and lesson plan/unit plan development will facilitate competency. Special attention will be given to an inclusive environment with differentiated instruction. Based on NCSS standards. Field experience included; component of the Gray Content Literacy Block.

EDU 356 - Science Methods (3)

An emphasis is placed on understanding and implementing Guided Discovery Approach. Emphasis on writing performance objectives, discovery-inquiry, teaching strategies, and unit development will facilitate competency in these disciplines. Special attention will be given to learning-styles differentiation. Based on NSF and NCSS standards. Prerequisite: Admission to the Teacher Education Program. Field experience included; Component of the Red Content Literacy Block

EDU 360 - Elementary Practicum (3)

Observation and participation in a public/private school classroom. Experience shall be gained under the direction of an identified supervising teacher, with university-provided supervision at the level appropriate to the area, and in an accredited school within the state of Indiana. A current criminal background check may be required; students are responsible for related expenses. Prerequisite: Admission to the Teacher Education Program. CR/NC

EDU 365 - Children's Literature (3)

The primary focus of this course is literature for young children and elementary students. It is designed to equip teachers to evaluate, select, and utilize literature for children from a wide range of genres with emphasis on reading aloud, storytelling, authors/illustrators, cultural diversity, and current research in the field within the framework of integration of faith and learning. Methodological strategies are addressed through the actual reading of selections. Prerequisite: Admission to the Teacher Education Program. Field experience included; component of the Gray Content Literacy Block.

EDU 373 - Elementary Literacy Field Experience (1 to 2)

This course emphasizes the early childhood curriculum, planning for teaching, classroom management and teacher-student interactions. It requires the application of knowledge acquired in EDU-271. Experience will be gained through 150 hours of participation and supervision in a primary setting (P-3) under the direction of a cooperating teacher and university supervisor in an accredited school. Professional development seminars will be included. A current criminal background check may be required; students are responsible for related expenses. CR/NC. Prerequisites: EDU-290 and EDU-271. Co-requisites: EDU-388, EDU-354, EDU-355, and EDU-365, and Admission to the Teacher Education Program.

EDU 382 - Methods of Teaching Senior High/ Junior High/Middle School Subjects (3)

The separate divisions of this course are given by instructors in the various departments. General methods of teaching for secondary majors include planning, teaching techniques, models of teaching, learning theories, measurement and evaluation, motivation, classroom management and discipline, culturally different learners, and special-needs learners as applied to teaching. Variations of this class are offered for English, Mathematics, Music, Physical and Health Education, Science,

Spanish, Social Studies, Teaching English to Speakers of Other Languages, and Visual Arts Education majors. Prerequisite: Admission to the Teacher Education Program. Co-requisite: EDU-382C.

EDU 382C - Methods of Teaching Senior High/Junior High/Middle School Practicum (1)

The separate divisions of this course are given by instructors in the various departments. General methods of teaching for secondary majors include planning, teaching techniques, models of teaching, learning theories, measurement and evaluation, motivation, classroom management and discipline, culturally different learners, and special-needs learners as applied to teaching. Field experiences will be offered in appropriate subject areas and grade levels. Variations of this class are offered for English, Mathematics, Music, Physical and Health Education, Science, Spanish, Social Studies, Teaching English to Speakers of Other Languages, and Visual Arts Education majors. Prerequisite: Admission to the Teacher Education Program.

EDU 383P - Secondary Practicum P-12/5-12 (1)

Students gain field experience applying effective methods in a public/private school classroom under the direction of a classroom teacher and evaluated by a university supervisor. The field experience will be offered in appropriate subject areas and grade levels. A Criminal Background Check is required. The practicum includes college seminars to provide guidelines for the experience. Prerequisites: Admission to the Teacher Education Program or permission of the School of Teacher Education.

EDU 384P - Content Specific Second Pract P-12/5-12 (1)

Students gain added field experience working to remediate teacher effectiveness and classroom performance. The student will be assigned to a public/private school classroom under the direction of a classroom teacher and evaluated by a university supervisor. The field experience will be offered in appropriate subject areas and grade levels. The practicum includes college seminars to provide guidelines for the experience. A current criminal background check may be required; students are responsible for related expenses. Prerequisites: Admission to the Teacher Education Program or permission of the School of Teacher Education.

EDU 386 - Assessment in Elementary Education (3)

This course provides prospective teachers with practical experience in classroom diagnosis of reading problems as well as techniques, methods, and materials involved in remediation. Diagnostic Teaching strategies based on current research and International Reading Association guidelines are emphasized. Field experience provided through EDU-391. Prerequisites: Admission to the Teacher Education Program, EDU-354, and EDU-388. (Component of Junior Professional Year).

EDU 388 - Developmental Reading (3)

This course studies the theories, approaches, and methodology of teaching reading/literacy in the elementary classroom. Emphasis is placed on the planning and teaching of reading/literacy as an integrated, balanced literacy approach. Strategies for integrating skills such as phonics into meaningful literacy lessons are examined. Students identify components of a total Language Arts/literacy program which integrates various theories and strategies based on current research and recommendations of the International Reading Association. Co-Requisites: EDU-354 (Language Arts Methods) and EDU-365 (Children's Literature). Field experience provided through EDU-373. Prerequisite: Admission to the Teacher Education Program. (Component of Junior Professional Year).

EDU 391 - Elementary Content Field Experience Clinical (1 to 2)

Experience applying the methods of the junior professional semester in the public/private school classroom. Students spend one-half of each day (afternoons, a total of 150 hours) each semester working alongside a practicing teacher. A current criminal background check may be required; students are responsible for related expenses. CR/NC

EDU 392 - Intercultural Tutoring Practicum (1)

Individually arranged program of tutoring experience during which the college practicum student tutors a student from another cultural background who is struggling academically. The tutor will assess learning and plan remediation strategies for the child. This practicum will be under the direction of a University Supervisor. This experience will last no less than 10 weeks and will include two sessions weekly at 2 hours each. Prerequisites: Admission to the Teacher Education Program and successful completion of Stage C courses.

EDU 399H - Honors Thesis/Project (3)

Work with a faculty mentor and in cooperation with an Honors College advisor, producing a research thesis or creative project.

EDU 382EN - Methods of Teaching Senior High/Junior High/Middle School English (3)

The separate divisions of this course are given by instructors in the various departments. General methods of teaching for secondary majors include planning, teaching techniques, models of teaching, learning theories, measurement and evaluation, motivation, classroom management and discipline, culturally different learners, and special-needs learners as applied to teaching. Variations of this class are offered for English, Mathematics, Music, Physical and Health Education, Science, Spanish, Social Studies, Teaching English to Speakers of Other Languages, and Visual Arts Education majors. Prerequisite: Admission to the Teacher Education Program. Co-requisite: EDU-382C.

EDU 382HE - Methods of Teaching Senior High/Junior High/Middle School Health Education (2)

The separate divisions of this course are given by instructors in the various departments. General methods of teaching for secondary majors include planning, teaching techniques, models of teaching, learning theories, measurement and evaluation, motivation, classroom management and discipline, culturally different learners, and special-needs learners as applied to teaching. Variations of this class are offered for English, Mathematics, Music, Physical and Health Education, Science, Spanish, Social Studies, Teaching English to Speakers of Other Languages, and Visual Arts Education majors. Prerequisite: Admission to the Teacher Education Program. Co-requisite: EDU-382C.

EDU 382MA - Methods of Teaching Senior High/Junior High/Middle School Math (3)

The separate divisions of this course are given by instructors in the various departments. General methods of teaching for secondary majors include planning, teaching techniques, models of teaching, learning theories, measurement and evaluation, motivation, classroom management and discipline, culturally different learners, and special-needs learners as applied to teaching. Variations of this class are offered for English, Mathematics, Music, Physical and Health Education, Science, Spanish, Social Studies, Teaching English to Speakers of Other Languages, and Visual Arts Education majors. Prerequisite: Admission to the Teacher Education Program. Co-requisite: EDU-382C.

EDU 382MU - Methods of Teaching Senior High/Junior High/Middle School Music (3)

The separate divisions of this course are given by instructors in the various departments. General methods of teaching for secondary majors include planning, teaching techniques, models of teaching, learning theories, measurement and evaluation, motivation, classroom management and discipline, culturally different learners, and special-needs learners as applied to teaching. Variations of this class are offered for English, Mathematics, Music, Physical and Health Education, Science, Spanish, Social Studies, Teaching English to Speakers of Other Languages, and Visual Arts Education majors. Prerequisite: Admission to the Teacher Education Program. Co-requisite: EDU-382C.

EDU 382PE - Methods of Teaching Sr High/Jr High/ Middle School Physical Education (2)

The separate divisions of this course are given by instructors in the various departments. General methods of teaching for secondary majors include planning, teaching techniques, models of teaching, learning theories, measurement and evaluation, motivation, classroom management and discipline, culturally different learners, and special-needs learners as applied to teaching. Variations of this class are offered for English, Mathematics, Music, Physical and Health Education, Science, Spanish, Social Studies, Teaching English to Speakers of Other Languages, and Visual Arts Education majors. Prerequisite: Admission to the Teacher Education Program. Co-requisite: EDU-382C.

EDU 382SC - Methods of Teaching Senior High/Junior High/Middle School Science (3)

The separate divisions of this course are given by instructors in the various departments. General methods of teaching for secondary majors include planning, teaching techniques, models of teaching, learning theories, measurement and evaluation, motivation, classroom management and discipline, culturally different learners, and special-needs learners as applied to teaching. Variations of this class are offered for English, Mathematics, Music, Physical and Health Education, Science, Spanish, Social Studies, Teaching English to Speakers of Other Languages, and Visual Arts Education majors. Prerequisite: Admission to the Teacher Education Program. Co-requisite: EDU-382C.

EDU 382SP - Methods of Teaching Senior High/Junior High/Middle School Spanish (3)

The separate divisions of this course are given by instructors in the various departments. General methods of teaching for secondary majors include planning, teaching techniques, models of teaching, learning theories, measurement and evaluation, motivation, classroom management and discipline, culturally different learners, and special-needs learners as applied to teaching. Variations of this class are offered for English, Mathematics, Music, Physical and Health Education, Science, Spanish, Social Studies, Teaching English to Speakers of Other Languages, and Visual Arts Education majors. Prerequisite: Admission to the Teacher Education Program. Co-requisite: EDU-382C.

EDU 382SS - Methods of Teaching Sr High/Jr High/ Middle School Social Studies (3)

The separate divisions of this course are given by instructors in the various departments. General methods of teaching for secondary majors include planning, teaching techniques, models of teaching, learning theories, measurement and evaluation, motivation, classroom management and discipline, culturally different learners, and special-needs learners as applied to teaching. Variations of this class are offered for English, Mathematics, Music, Physical and Health Education, Science, Spanish, Social Studies, Teaching English to Speakers of Other Languages, and Visual Arts Education majors. Prerequisite: Admission to the Teacher Education Program. Co-requisite: EDU-382C.

EDU 382TE - Methods of Teaching Sr High/Jr High/ Middle School Teaching English to Speakers of Other Languages (3)

The separate divisions of this course are given by instructors in the various departments. General methods of teaching for secondary majors include planning, teaching techniques, models of teaching, learning theories, measurement and evaluation, motivation, classroom management and discipline, culturally different learners, and special-needs learners as applied to teaching. Variations of this class are offered for English, Mathematics, Music, Physical and Health Education, Science, Spanish, Social Studies, Teaching English to Speakers of Other Languages, and Visual Arts Education majors. Prerequisite: Admission to the Teacher Education Program. Co-requisite for TESOL Education majors: EDU-382C.

EDU 382VA - Methods of Teaching Senior High/Junior High/Middle School Visual Arts (3)

The separate divisions of this course are given by instructors in the various departments. General methods of teaching for secondary majors include planning, teaching techniques, models of teaching, learning theories, measurement and evaluation, motivation, classroom management and discipline, culturally different learners, and special-needs learners as applied to teaching. Variations of this class are offered for English, Mathematics, Music, Physical and Health Education, Science, Spanish, Social Studies, Teaching English to Speakers of Other Languages, and Visual Arts Education majors. Prerequisite: Admission to the Teacher Education Program. Co-requisite: EDU-382C.

EDU 475 - Independent Learning in Education (1 to 3)

Individually arranged reading, problem solving, or research in current trends of education. Prerequisites: ENG-120 or equivalent, consent of professor, School of Teacher Education, and Associate Dean for Academic Affairs.

EDU 490 - Supervised Student Teaching in Senior/Junior High/Middle School (5-12) (15)

Full-time student teaching in accredited schools under the direction of a supervising teacher and a School of Teacher Education faculty supervisor. Students may, if selected, participate in the cross-cultural Student Teaching Experience in an approved overseas school. Each student will receive two 8-week placements. Placements will be diversified according to the student's program and licensing requirements. A current criminal background check may be required; students are responsible for related expenses. Prerequisites: Admission to Student Teaching and successful completion of Stages A-C of the Teacher Education Program. CR/NC

Crosslisted as: EDU-492.

EDU 491 - Supervised Student Teaching in Elementary School (k-6) (15)

Full-time student teaching in accredited schools under the direction of a supervising teacher and a School of Teacher Education faculty supervisor. Students may, if selected, participate in the cross-cultural Student Teaching Experience in an approved overseas school. Each student will receive two 8-week placements. Placements will be diversified according to the student's program and licensing requirements. A current criminal background check may be required; students are responsible for related expenses. Prerequisites: Admission to Student Teaching and successful completion of Stages A-C of the Teacher Education Program. CR/NC

EDU 492 - Supervised Student Teaching Sr High/Jr High/Middle School/Elementary (P-12) (15)

(Art, Music, Physical and Health Education) Full-time student teaching in accredited schools under the direction of a supervising teacher who has participated in supervisory seminars conducted by the Indiana Wesleyan Teacher Education Program (with the exception of cross-cultural student teaching placements). Students may, if selected, participate in the cross-cultural Student Teaching Experience in an approved overseas school. Each student will receive two 8-week placements. Placements will be diversified according to the student's program and licensing requirements. A current criminal background check may be required; students are responsible for related expenses. Prerequisites: Admission to Student Teaching and successful completion of Stages A-C of the Teacher Education Program. CR/NC

EDU 495 - Student Teaching Seminar (1)

A seminar stressing a professional examination of principles of classroom instruction and management, certification, job search procedures, interviewing strategies, mock interviews, accountability, and current issues in education. Activities relate theory to practical experience. An emphasis is placed upon the individual's refinement of reflective analysis skills regarding instructional/managerial strategies. CR/NC

EDU 503 - Teaching Through Learning Channels (3)

This course is a high-impact staff-development program that empowers teachers to reach the learning style preferences of all students. Learn to rotate kinesthetic, tactual, auditory, and visual verbs and activities. Increase academic success for all students by using teaching activities for all student preferences. Observe and practice five steps that ensure concept development in students. Build memory techniques to expand students' short-and long-term memory.

EDU 504 - Brain-Based Ways We Think and Learn (3)

This course opens the doors to brain-compatible teaching by matching verbal structures to thinking processes. Learn how the mind processes information. Learn questions and statements that match the natural processes of the mind. Plan lesson formats that stimulate real-life thinking. Use imaging for spelling and word mapping. Learn to use simulations, case studies, and role plays that produce clear and rapid learning.

EDU 519 - Questions for Life (1)

Questions for Life trains teachers to ask questions in the classroom that are the same as those that people ask in all life situations. At the same time, teachers are trained to help students recognize the type of questions being asked and the type of critical thinking required to get the answers. Teachers are trained to teach their students to ask the questions themselves. There are eleven questions: Perception, Induction, Analysis, Same/Different, Insight, Appraisal, Summary, Evaluation, Idea, Prediction, and Action. Teachers become familiar with highly effective questioning combinations which produce student thinking and internalization of curriculum.

EDU 522 - Achieving Student Outcomes Through Cooperative Learning (3)

Students working in groups engage in decision-making processes similar to real-life situations. Learning is enhanced through the cooperative learning model. Teachers will be training in the techniques for setting up effective cooperative learning models. Classroom management techniques, which provide structure while students work in groups, will be discussed and modeled.

EDU 531 - Create Meaningful Activities To Generate Interesting Classrooms (3)

This course focuses on unlocking teachers' creativity so they can develop lessons that motivate their students to participate and to learn. Teachers learn to design compelling activities through which students develop their own creativity, use more lateral/right brain thinking, and become more involved in their own learning.

EDU 532 - Building YOUR Repertoire of Teaching Strategies (3)

This course is designed to assist teachers in learning the theoretical foundations and instructional strategies which promote student engagement. Learning activities will direct course participants toward understanding current research and applying the concepts to their students. In study-team, discussion, and group activities, participants will clarify course concepts and consider how they are or are not appropriate for their own teaching situation.

EDU 537 - Purposeful Learning Through Multiple Intelligences (3)

Based on the work of Howard Gardner, this course focuses on understanding each of the eight intelligences. Participate in discovery centers to experience each intelligence. Using real-life examples, practice identifying people's dominant intelligence. Learn teaching strategies and classroom activities that enhance the intelligences. Find out how to design lessons incorporating all eight intelligences into the lesson framework. View a school district's program for integrating the intelligences in to a school wide framework.

EDU 538 - Classroom Management to Promote Student Learning (3)

Participants will examine the elements and models of classroom management and discipline. Participants will explore their philosophical beliefs about how students learn best with the intention of devising a personal approach to management--one that meets the needs of their students, their needs, and the needs of the situation. Emphasis will be placed on preventive strategies, teaching social skills, cooperation, and conflict resolution. In addition, strategies for working with challenging students will be explored in depth. Not open to students with credit in EDU-595.

EDU 539 - Assessment to Improve Student Learning (3)

This course is designed to assist teachers in learning the theoretical foundations and practical strategies that address the current thinking on classroom assessment. Participants will learn the critical role that classroom assessment plays in the learning process. Both traditional and contemporary methods of assessment will be presented. The ultimate goal of the course is to provide assessment strategies that not only measure student progress but also significantly improve teaching and learning. Not open to students with credit in EDU-553 or EDUE-553.

EDU 541 - Hands-On Science (3)

This course introduces K-8 teachers to science experiments utilizing common inexpensive equipment and material. Teachers will do many of the hands-on activities designed to supplement regular classroom science programs. Printed directions will be given and experiments planned such that these projects may be used in the normal K-8 classroom.

EDU 542 - Linking New Brain Research to Classroom Practice (3)

This course will examine the major theories behind recent brain research as it relates to educational settings. Special emphasis will be placed on the practical applications of this research with respect to curriculum design, assessment methods, and instructional strategies in the classroom.

EDU 545 - Contemporary Issues in Education (3)

This course provides an opportunity for prospective candidates to investigate the influence that contemporary social issues exert on systems of formal education. In particular, prospective candidates will examine change processes as they occur in education and acquire the basic skills needed to serve as world changers in the lives of individual students, the education profession, and society at large. They will examine the ways in which current issues and agendas for change require a stable, defensible set of core values. Based on these investigations, prospective candidates will initiate work, which will enable the prospective candidates to begin planning and preparing a personal/professional mission statement and the Applied Masters Portfolio.

EDU 546 - Improving Reading in the Content Areas (3)

Content literacy is the ability to use reading and writing to learn subject matter in a given discipline. Making literacy a top priority means reading strategies must be incorporated into courses across the curriculum throughout the middle school and high school years. Content-area teachers are in a strategic position to influence adolescents' use of literacy for academic learning. To this end, every teacher has a role to play. Improving Reading in the Content Area is designed to help teachers understand their roles in building content literacy in their classrooms. Learning activities will direct course participants toward understanding current research and theoretical foundations and applying the concepts to their students. In study-team, discussion and group activities, participants will clarify course concepts and consider how they are or are not appropriate for their own teaching situation.

EDU 547 - Successful Teaching for Acceptance of Responsibility (3)

This course emphasizes practical skills that will help students increase self-responsible behaviors and assume increasing amounts of control over their school lives. It will help teachers create a classroom learning environment that models, invites, and teaches self-responsible behaviors.

EDU 548 - Bldg YOUR Technology Education Skills (bytes) (3)

This course gives teachers the basics for building an understanding of the power of technology to enhance teaching, create educational materials, manage classroom chores, provide motivational instruction, communicate with and research the vast virtual world of the internet. (Lab Fee in addition to tuition.)

EDU 550 - Curriculum: Development And Design (3)

This course will enable master teachers to give leadership to the process of curriculum development in schools, kindergarten through high school level. Topics include the theoretical foundations, professional literature and language of curriculum, models for curriculum development, curricular processes, and the role of personnel, governments, and agencies in those processes. In this first of four core courses, special emphasis is given to four roles of the teacher who functions as a change agent. The course is designed to assist teachers in translating theory into practice through development of a Showcase Teaching Unit that will synthesize their learning. Activities will be consistent with the Teacher as World Changer conceptual framework and its corresponding five outcomes.

EDU 551 - Instructional Theory and Design (3)

This course explores a variety of accepted theories of instructional design as identified by key writers and researchers in this field. Several teaching models common to these theories are studied and practiced. Candidates will select, use, and evaluate their own use of these models in authentic teaching situations. Not open to students with credit in EDUE-551.

EDU 553 - Individual Assessment for Student Performance (3)

This course will explore current practices and research on effective formative and summative assessments for P-12 classrooms. It is designed to help the teacher leader explore the construction, selection and use of criterion-referenced, norm-referenced, and alternative assessment methods based upon course objectives which align with state and national standards. Emphasis is placed on measuring and recording P-12 student learning and making adjustments to instruction based on assessment data. Not open to students with credit in EDUE-553 or EDU-539.

EDU 554 - Technology in Education (3)

This course will examine the use of computer technology for instructional and classroom management purposes. Prospective candidates will become acquainted with hardware and courseware through "hands on" experience with laptop computers (IBM compatible). Emphasis is placed on the use of available equipment and upon the evaluation and integration of instructional software within the standard classroom. The delivery support and classroom use of technology are examined. Special attention is given to the curricular integration of those technologies. Prospective candidates are exposed to and trained in the use of computer applications. Participants will evaluate their own use and their school district's use of technology. They will examine ways they might serve as change agents by moving the use of technology forward in their schools.

EDU 555 - Meeting Diverse Learning Needs in the Inclusive Classroom (3)

This course is designed to help regular classroom teachers learn how to adapt, adopt, and/or create classroom instruction and materials to meet a variety of needs pertinent to P-12 inclusive classrooms. These adaptations must support curricular goals, assessment methods, and instructional strategies in such a way as to improve P-12 student learning. Since funding for new instructional materials can represent a significant challenge for teachers, effective grant writing will also be included in this course. Multicultural concerns, balanced grading and assessment, multiple intelligences, exceptional needs, and diversity issues must be considered when developing these adaptations to promote learning opportunities for all students. Not open to students with credit in EDU-593.

EDU 556 - Applied Educational Research (3)

This course is an introduction to educational research strategies with an emphasis on the practical application of research theories and principles. In this course, candidates develop an Action Research Proposal. They then implement the entire action plan cycle in their specific educational context. Not open to students with credit in EDUE-556 or EDUE-602.

EDU 556A - Applied Educational Research - A (2)

This course is an introduction to educational research strategies with an emphasis on the practical application of research theories and principles. In this course, candidates develop an Action Research Proposal. They then implement the entire action plan cycle in their specific educational context. Candidates are expected to share the results of their research with colleagues in their particular building or school district providing teacher leadership opportunities for the candidate.

EDU 556B - Applied Educational Research - B (1)

This course is a continuance of the two hour Research class offered earlier in the program (EDU-556A)

EDU 558A - Integrating Educational Technology Across the Curriculum (1)

This course has two primary purposes. First, M.Ed. candidates will build and implement a Professional Technology Growth Plan in EDU-553 to build knowledge and skills by incorporating educational technology across their curriculum. Candidates will demonstrate their technology growth through the portfolio process and by developing lessons for the classroom setting. Second, candidates will expand proficiency development by utilizing educational technology for major course work in all M.Ed. classes beyond EDU-554 and in the development of the Applied Masters Portfolio.

EDU 558B - Integrating Educational Technology Across the Curriculum (part B) (1)

A continuation of EDU-558A.

EDU 558C - Integrating Educational Technology Across the Curriculum (part C) (1)

A continuation of EDU-558A and EDU-558B.

EDU 559A - Applied Masters Portfolio Practicum (1)

This course will provide the candidate with supervised practical application of Teacher as World Changer research to practice authentic learning experiences at the classroom and building level. Candidates will demonstrate and exhibit curriculum and instruction skills leading to greater success for the diverse needs of learners. Authentic performance based assessment performances will be observed, assessed, and documented in the Applied Masters Portfolio through the program. Candidates are expected to utilize the acquired knowledge for school improvement as a teacher leader.

EDU 559B - Applied Masters Portfolio Practicum (part B) (1)

A continuation of EDU-559A.

EDU 559C - Applied Masters Portfolio Practicum (part C) (1)

A continuation of EDU-559A and EDU-559B.

EDU 560 - Toolkit for Teaching Chemistry (3)

This course will allow participants to review state curriculum teaching standards with an emphasis on developing a toolbox of demonstrations and labs to facilitate teaching Chemistry in middle and high schools. This class will provide a hands-on experience as participants perform lab experiments and replicate demonstrations.

EDU 561 - Math: Teaching for Understanding (3)

This course will present research-based concepts and strategies to help elementary teachers teach mathematics effectively and confidently. Participants will learn how to incorporate critical processes for developing mathematical understandings and designing instruction that will help all students learn significant mathematics concepts, processes, and procedures with depth and understanding. The goal is to aid students in reaching higher levels of achievement in math.

EDU 563 - Mega Bytes: Merging Educational Goals & Interactive Multimedia Projects (3)

This course will lead teachers from the entry level of technology use in their classroom to integration of new technologies into class activities and projects, and development of new approaches to teaching and learning that use technology and the natural curiosities of their students. Participants should have completed the BYTES course or have a strong foundation in Microsoft Power Point programs. Not open to students who have received credit for EDU-554. This course cannot be applied to the M.Ed. degree.

EDU 565 - Standards-Based Differentiated Learning (3)

This course focuses on the major theories, strategies, and applications of standards-driven learning environments. Participants in this course will utilize self-assessment tools and reflective practices in addition to reviewing current literature and educational research studies prior to developing a personal growth plan based around content and developmental standards for professional educators. Emphasis will be placed on the nature of the educational change process in a problem-based learning environment from a Christian worldview.

EDU 566 - Designing Motivation for All Learners (3)

This course provides a comprehensive view of the interaction between the learner, their motivation for learning, and the teacher. The areas of review include a review of motivational theory and practice, the variability of learner characteristics, strategies for the design and implementation of motivational support structures.

EDU 568 - Foundations for Reading and Literacy (3)

This course provides foundational knowledge and principles that underlie the topics, issues and strategies relevant to reading instruction. Not open to students with credit in EDU-543.

EDU 569 - Designing Curriculum & Instruction With Learner in Mind Grades K-12 (3)

This graduate course introduces curriculum, instruction, and assessment in the context of standards and accountability, and holds paramount the goal of high levels of learning and achievement for all students. Teachers examine their academic standards and design classroom curriculum and instruction that will challenge and affirm all learners. Teachers use a thoughtful design process that emphasizes the importance of alignment, current learning theory and learner variables, and the need for differentiation to meet diverse student needs. Not open to students with credit in EDU-550 or EDUE-550.

EDU 570 - The Development of K-12 Education in the United States (2)

A survey study of current societal expectations for U.S. public schools, school cultures, school governance, and impact of historical philosophies of education on current instructional decisions is the focus of this course. Traditional and field research methods are employed by candidates in demonstrating acquisition of knowledge, related skills, and dispositions.

EDU 571 - Psychology of Learning (2)

This course is a study of learning theory and its application within a K-12 classroom of diverse learners. Emphasis is given to its influences on the selection of instructional and assessment practices, curriculum design and classroom management techniques. The candidates employ traditional and field research models.

EDU 572 - The Exceptional Child (1 to 2)

This course provides an exploration of specific teaching and learning strategies for secondary students requiring mild interventions and the application of these strategies in planning instruction to insure learning by all students in the least restrictive environment.

EDU 573 - Assessment and Learning (3)

The interrelatedness of academic standards, assessment design and practices, instructional decisions, and K-12 student learning are explored while constructing assessment tools designed to eliminate bias and to accurately assess the learning of all students regardless of exceptionalities, learning styles, primary language, or other unique student characteristics.

EDU 574 - Facilitating Learning With Technology (2)

This hands-on learning experience provides skill in the selection and utilization of appropriate technology applications to facilitate K-12 students' self-directed learning, design and preparation of teaching tools, facilitation of classroom management skills, and implementation of communication between all stakeholders.

EDU 575 - Student Teaching One (2 to 6)

This course provides the candidates with supervised practical application of program knowledge, skills, and dispositions in facilitating K-12 students' learning. Authentic assessments documenting candidates' professional growth will be exhibited in Teacher Work Samples. This course utilizes Blackboard sites to guide candidates' journaling, peer reflections, and monitoring of candidates' assignments and their grades. This course may be repeated for additional areas of licensure.

EDU 576 - General Methods of Instruction (3)

This course builds on academic standards and their appropriate assessments to design instruction that will enable K-12 students to demonstrate attainment of those standards' outcomes. Skill is gained in areas such as lesson design, design of the learning environments, classroom management, and implementation of curriculum designs in order to provide quality instruction for all students including high ability learners, exceptional needs learners, English as Second Language learners, and learners from other cultures or ethnicities.

EDU 577 - Methods of Teaching the Elementary School Curriculum (2 to 3)

The theory and skills for developing thematic units of study are explored. Candidates survey key elements in the disciplines of mathematics, science, and social studies and construct a thematic unit that is interdisciplinary in nature, informed by learning styles research, is developmentally appropriate for the target student population, and provides quality instruction for all students including high ability learners, exceptional needs learners, English as Second Language learners, and learners from other cultures or ethnicities.

EDU 578 - Methods of Teaching Senior High, Junior High, Middle School (3)**EDU 579 - Student Teaching Two (2)**

This course is a continuation of EDU-575 in which the candidates continue to develop Teacher Work Samples and complete the Teacher Profile Portfolio.

EDU 580 - Reading Instruction in the Elementary Grades (2 to 3)

This is a study of theories, approaches, and methodologies of teaching developmental reading/literacy in the elementary classroom. The gap from theory to practice is bridged by development of a unit of study that emphasizes the development and selection of reading material, the construction and implementation of lesson plans for a diverse student population, and the assessment of K-6 students' performances.

EDU 581 - Student Teaching Three (1 to 2)

This course provides candidates with K-6 classroom opportunities to implement various theories, approaches, and methodologies of teaching reading and language arts. A Cooperating Teacher, the University Supervisor, and the course professor provide guidance and assessment of candidate performance. A Reading capstone project is developed that demonstrates that all students can learn regardless of learning exceptionalities, cultural backgrounds, or language barriers.

EDU 582 - Diagnostic Practices and Implications in the Teaching Of Reading (2)

This course provides candidates with practical skills in the selection and administering of diagnostic assessments to identify individual areas of students' reading progress. These assessments result in the implementation of reading intervention strategies used in response to those identified areas of students' needs.

EDU 583 - Reading Field Experience and Assessment Two (1)

This course, under the direction of a site based mentor and university professor, guides and assesses the candidate's demonstration of the knowledge, skills and disposition necessary for appropriate diagnosis and remediation of K-6 learner reading/literacy deficiencies. Artifacts demonstrating appropriate conceptual framework domains as well as state and national standards will be compiled in the Reading Portfolio. Graded on a CR/NC basis.

EDU 584 - Preparing Effective Mentors (3)

This course is designed to train experienced teachers to assist beginning teachers through the first year teaching experience. The focus will be effective communication, support, adult learning theory application to mentor relationships, classroom observation techniques, and standards-based teaching techniques.

EDU 585 - Independent Study Graduate Education (1 to 3)**EDU 587 - Methods of Small Group Instruction (3)**

This course focuses on the purposes of various types and sizes of small groups and on methods for implementing them in the classroom. Teachers will explore how to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

EDU 588 - Designing Differentiated Learning Environments (3)

This course serves as a foundation for classroom teachers who seek to improve their delivery of curriculum, assessment, and instruction to diverse P-12 populations. Recent research studies on cognitive learning theories form an integral part of this course as classroom teachers are shown various methods of improving their students' learning, including the retention and generalization of that learning over time. The benefits of vertical and horizontal articulation of diverse learning environments within schools and school districts will also be highlighted. Not open to students with credit in EDUE-507.

EDU 589 - Instructional Approaches for Teaching Diverse Populations (3)

This course is intended to provide candidates with an overall conceptual understanding of multiple perspectives on diversity in today's educational settings. Additionally, candidates are expected to take that understanding and apply it to their classroom settings in ways that provide more inclusive techniques for students placed in their charge. A broader understanding of the community in which the candidates teach is also an important facet of this course.

EDU 589A - Integrating Diversity Perspectives In Education (a) (1)

This course is intended to provide candidates with an overall conceptual understanding of multiple perspectives on diversity in today's educational settings. Additionally, candidates are expected to take that understanding and apply it to their classroom settings in ways that provide more inclusive techniques for students placed in their charge. A broader understanding of the community in which the candidates teach is also an important facet of this course.

EDU 589B - Integrating Diversity Perspectives In Education (b) (1)

This course is intended to provide candidates with an overall conceptual understanding of multiple perspectives on diversity in today's educational settings. Additionally, candidates are expected to take that understanding and apply it to their classroom settings in ways that provide more inclusive techniques for students placed in their charge. A broader understanding of the community in which the candidates teach is also an important facet of this course.

EDU 590 - Reading to Learn: Comprehension Strategies (3)

This course provides a number of suggested methods to help teachers who do not have a background in reading comprehension strategies, to help their students better understand content area reading materials. Special attention is given to students who do not speak English as their primary language.

EDU 591 - Effective Mathematic Instruction for Middle and High School Teachers (3)

This course is designed to assist middle and high school mathematics teachers in designing and implementing effective mathematic lessons that engage students in higher order thinking skills. The course is designed to provide practical guidance for utilizing concepts of brain research and multiple intelligences in the teaching of mathematics.

EDU 592 - Integrating the Internet Into the K-12 Curriculum (3)

This course is designed to offer practical guidance and a rationale for using the Internet in the classroom. A variety of research-based instructional models are introduced to help teachers make effective use of the Internet in their own classrooms.

EDU 593 - Including Students With Special Needs: Curriculum, Instruction, and Assessment (3)

Teachers are shown how to design, adapt, and/or modify curriculum, instruction, and assessment in order to maximize learning for students with special needs, even if those students have not been legally identified as having a specific disability. Effective collaboration skills are also taught as a way of supporting special needs students in inclusive classrooms. Not open to students with credit in EDS-500 or EDU-555.

EDU 594 - Leadership for School Improvement (3)

This course is designed to provide school leaders and teachers with the skills necessary to analyze student and school-wide data and to implement research-based strategies that increase student achievement. Topics include the identification and analysis of areas of need related to student learning, selection and implementation of appropriate research-based strategies to improve student achievement, and monitoring of student learning. In addition, the importance of collegial relationships, team learning, and collaborative inquiry in data analysis, school improvement planning, and decision-making are explored.

EDU 595 - Classroom Management: Orchestrating a Community of Learners (3)

This course equips experienced and beginning educators with current, research-validated concepts and strategies for orchestrating classroom life in a way that enables all students to maximize their learning potential. Specific strategies are provided in the following areas: the physical environment, rules and routines, flow of instruction, reinforcements for desired student behaviors, a hierarchy of consequences for minor to major student misbehaviors, parent involvement, and teacher resilience. Not open to students with credit in EDU-538.

EDU 596 - Research to Application Practicum (6)

This course will examine major current research findings as they relate to a specific content curriculum and secondary school students. Special emphasis will be placed on the practical applications of this research with respect to the selection and implementation of learner appropriate curriculum content and instructional strategies in a class of diverse students. A theory to application project and an appropriate full school term practicum experience are major course requirements. Prerequisites are EDU-571 and EDU-574.

EDU 597 - Seminar in Graduate Education (3)

This course provides educators the opportunity to analyze cogent trends and issues facing P-12 teacher leaders and school administrators. The course is taught in a seminar format. Emphasis is given to the role of educators as world changers who examine the art and science of teaching through the conceptual lens of character, scholarship, and leadership.

EDU 578BI - Methods of Teaching Senior High/ Junior High/Middle School Biology (2 to 3)

The exploration of instructional theory and practices as related to specific content areas of instruction as well as the development of thematic units are key elements of this series of courses. Emphasis is placed on instructional skill development and the design of quality instruction for all students including the gifted and talented, those with exceptionalities, and those from other cultures and languages.

EDU 578CH - Methods of Teaching Senior High/ Junior High/Middle School Chemistry (2 to 3)

The exploration of instructional theory and practices as related to specific content areas of instruction as well as the development of thematic units are key elements of this series of courses. Emphasis is placed on instructional skill development

and the design of quality instruction for all students including the gifted and talented, those with exceptionalities, and those from other cultures and languages.

EDU 578EN - Methods of Teaching Senior High/ Junior High/Middle School English (2 to 3)

The exploration of instructional theory and practices as related to specific content areas of instruction as well as the development of thematic units are key elements of this series of courses. Emphasis is placed on instructional skill development and the design of quality instruction for all students including the gifted and talented, those with exceptionalities, and those from other cultures and languages.

EDU 578HE - Methods of Teaching Sr High/Jr High/ Middle School Health Education (2 to 3)

The exploration of instructional theory and practices as related to health instruction, learner content theory and practice, as well as the development of thematic units in the content area are key elements of this course. Emphasis is placed on instructional skill development; the design of quality instruction for all students including the gifted and talented, those with exceptionalities, and those from other cultures and languages; and the teaching of study skills necessary for secondary students' success in learning the health curriculum.

EDU 578MA - Methods of Teaching Senior High/ Junior High/Middle School Mathematics (2 to 3)

The exploration of instructional theory and practices as related to specific content areas of instruction as well as the development of thematic units are key elements of this series of courses. Emphasis is placed on instructional skill development and the design of quality instruction for all students including the gifted and talented, those with exceptionalities, and those from other cultures and languages.

EDU 578MU - Methods of Teaching Senior High/ Junior High/Middle School Music (2 to 3)

The exploration of instructional theory and practices as related to specific content areas of instruction as well as the development of thematic units are key elements of this series of courses. Emphasis is placed on instructional skill development and the design of quality instruction for all students including the gifted and talented, those with exceptionalities, and those from other cultures and languages.

EDU 578PE - Methods of Teaching Sr High/Jr High/ Middle School Physical Education (2 to 3)

The exploration of instructional theory and practices as related to specific content areas of instruction as well as the development of thematic units are key elements of this series of courses. Emphasis is placed on instructional skill development and the design of quality instruction for all students including the gifted and talented, those with exceptionalities, and those from other cultures and languages.

EDU 578SC - Methods of Teaching Senior High/ Junior High/Middle School Science (2 to 3)

The exploration of instructional theory and practices as related to specific content areas of instruction as well as the development of thematic units are key elements of this series of courses. Emphasis is placed on instructional skill development and the design of quality instruction for all students including the gifted and talented, those with exceptionalities, and those from other cultures and languages.

EDU 578SP - Methods of Teaching Senior High/ Junior High/Middle School Spanish (2 to 3)

The exploration of instructional theory and practices as related to specific content areas of instruction as well as the development of thematic units are key elements of this series of courses. Emphasis is placed on instructional skill development and the design of quality instruction for all students including the gifted and talented, those with exceptionalities, and those from other cultures and languages.

EDU 578SS - Methods of Teaching Sr High/Jr High/ Middle School Social Studies (2 to 3)

The exploration of instructional theory and practices as related to specific content areas of instruction as well as the development of thematic units are key elements of this series of courses. Emphasis is placed on instructional skill development and the design of quality instruction for all students including the gifted and talented, those with exceptionalities, and those from other cultures and languages.

EDU 578VA - Methods of Teaching Senior High/ Junior High/Middle School Visual Arts (2)

The exploration of instructional theory and practices as related to specific content areas of instruction as well as the development of thematic units are key elements of this series of courses. Emphasis is placed on instructional skill development

and the design of quality instruction for all students including the gifted and talented, those with exceptionalities, and those from other cultures and languages.

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EDU ORE - Orientation (0)

EDUE - Graduate Education Elective

EDUE 501 - Intercultural Communication and Assimilation (2)

This course aids in the development of intercultural communication skills and attitudes for adaptation to the cross-cultural context of the multi-national school community.

EDUE 502 - Growth & Development of Third Culture Kids in International Context (2)

This course is designed to prepare teachers and administrators for working in multicultural schools in the international context. Topics covered include understanding third culture kids (TCKs), the school environment, and the educational and interpersonal skills necessary for effectiveness. Self-assessment and reflection are encouraged in order to become healthy, adjusted members of the host country culture, the mission subculture, and the body of Christ in the overseas school.

EDUE 503 - Creating an Interactive Classroom (3)

Research strongly supports the contention that students need to be actively involved in constructing their own knowledge and their own learning. For teachers, this finding has significant implications for the design of instructional strategies and classroom organization. This course is designed to provide a comprehensive overview of the theory and practice of creating an interactive classroom through the use of problem-based learning, interactive strategies, and collaborative group work.

EDUE 504 - Advanced Approaches to Using Technology In the Classroom (3)

This course builds on EDU-554 "Computers in Education" by extending the uses of computer technology to additional instructional and classroom management purposes. Teachers will be assisted in moving to more transforming uses of technology (as opposed to literacy uses, a term used by Porter, <http://www.bjpconsulting.com/spectrum.html>). This course will provide participants with more advanced methods for integrating technology into the learning process. Tools will also be explored that would save teachers time and help organize their craft.

EDUE 505 - Building Communication and Teamwork in the Classroom (3)

Compelling research across a broad spectrum of educational arenas clearly indicates that students learn and achieve better in a positive and inviting learning environment that emphasizes mutual respect and caring. Building Communication and Teamwork in the Classroom is a Performance Learning Systems course that equips experienced and beginning P-12 educators with the essential knowledge and skills necessary to foster an emotionally engaging classroom. The selected strategies that participants will learn and practice are designed to improve teacher expertise in five specific areas: leadership, communication and listening, positive thinking, student support, and team building. Collectively, these skills are at the center of what makes excellent teachers successful and what allows students of all abilities and backgrounds to thrive. Not open to students who have received credit in EDU-500.

EDUE 507 - Differentiated Instruction for Today's Classroom (3)

This course equips experienced and beginning P-12 educators with the essential knowledge and skills to implement differentiated instruction (DI) successfully in their own classrooms. In a highly interactive learning environment that models the DI principles and processes participants will learn, class members will gain expertise in understanding and implementing a broad range of strategies associated with three essential, distinguishing components of DI: first, the teachers role as guide and facilitator in a classroom environment specifically designed to support self-directed student learning and teacher-student collaboration; second, the interdependent nature of flexible grouping and assessment in a DI classroom; and third, the adaptation of curriculum content, processes (activities), and products to provide students with entry points to learning that match their readiness, interests, and/or learning profiles. Not open to students with credit in EDU-588.

EDUE 509 - Reading Across the Curriculum (3)

This course provides research-based active reading comprehension strategies which participants can apply to their grade level or content area. By learning how to implement these metacognitive reading strategies, participants will be able to plan lessons more effectively. Participants will also discover how to engage students, deepen their understanding of content, and prepare

them for success beyond the classroom. Emphasis is on learning styles, types of text, notation systems, content-area reading, assessments, fluency, motivations, and grade-level vocabulary.

EDUE 510 - Using Technology to Support Diverse Learners in P-12 Instructional Settings (3)

This course will combine technology skills acquisition with strategies for integration of digital tools into differentiated instructional practices in P-12 learning environments. Candidates will design activities that demonstrate appropriate ways to use digital technology to meet existing curricular objectives, to expand curricular options and to facilitate meaningful learning experiences for all the students in their P-12 instructional settings.

EDUE 512 - Teaching Beginning Readers (3)

This course takes a developmental approach to reading and literacy instruction in preschool and elementary school. Using the "five pillars" of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) as an organizational framework, teachers will explore the characteristics of emergent, beginning, and transitional readers and plan and implement developmentally appropriate assessments, materials, and strategies for instruction, including effective use of current technologies. Effective planning and organization in the literacy classroom are emphasized.

EDUE 513 - Teaching Developing Readers (3)

This course takes a developmental approach to reading and literacy instruction for the elementary grades. Using the "five pillars" of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) as an organizational framework, teachers explore the characteristics of intermediate and advanced readers and plan and implement developmentally appropriate assessments, materials, and strategies for instruction. The course addresses text structures, specialized vocabulary, content area and interdisciplinary reading, literature, the reading-writing connection, critical thinking, comprehension, research and study skills, multiple literacies, and effective use of current technologies.

EDUE 521 - Blended and Synchronous Learning Design (3)

This online course focuses on designing courses and activities for blended (part online and part face-to-face) and synchronous online learning environments. Participants will progress from defining these environments to designing course outlines and learning activities, and will conclude with considerations for implementation, assessment, and evaluation of each.

EDUE 522 - Educating the Net-Generation (3)

This course examines the learning styles, expectations, and technical acumen of the Net-Generation and explains their implications for classroom learning environments. During the course participants will learn the key differences between the generations and discover how to bridge those differences through sound instructional design techniques. Participants will also learn how to leverage the gadgets, games, and gizmos of these students to create pedagogy that meets Net-Generation needs and transfers knowledge from teacher to student.

EDUE 523 - Infusing Arts Into the Curriculum (3)

This course explores the role of the arts in education. It introduces the elements inherent in the four art forms (music, dance, drama, and visual arts) and models infusion of the arts disciplines across the curriculum, specifically within language arts, math, social studies, and science. Arts-based teaching strategies are described and applied. Participants develop arts-infused lesson plans, and the course culminates with the design of an arts-infused unit of study.

EDUE 530A - Aligning the Curriculum for Improved Student Performance (2)

This course provides a structured opportunity for P-12 educators to expand their knowledge and experiential base with respect to mapping state academic standards by grade level, content area, or across a school district (e.g., consensus mapping). Candidates will complete a field project that involves the planning, implementation, and evaluation of curriculum maps that contribute to the P-12 educator's ability to diagnose student learning. Candidates will use formative assessment tools in conjunction with curriculum maps to align instruction for P-12 learning.

EDUE 530B - Aligning the Curriculum for Improved Student Performance (3)

This course provides a structured opportunity for P-12 educators to expand their knowledge and experiential base with respect to mapping state academic standards by grade level, content area, or across a school district (e.g., consensus mapping). Candidates will complete a field project that involves the planning, implementation, and evaluation of curriculum maps that contribute to the P-12 educator's ability to diagnose student learning. Candidates will use formative assessment tools in conjunction with curriculum maps to align instruction for P-12 learning. Candidates will design classroom implementation plans to support differentiated instruction.

EDUE 541 - Behavioral, Academic, and Social Interventions (3)

This course provides educators with research-based interventions in the behavioral, academic, and social areas of student performance. Through a multi-tiered response to the intervention model, educators implement a solution seeking cycle for gathering information, identifying issues, and planning and assessing early and effective interventions. The course focuses on the teacher as the primary interventionist and includes universal and targeted interventions for the classroom that promote student resiliency and encourage students to reach for success. It emphasizes creating a learning alliance with students to demystify the learning experience, focus on strengths-based learning, collaboratively set goals, and monitor the progress of behavioral, academic, and social interventions.

EDUE 543 - Collaborative Inquiry for Students: Preparing Minds for the Future (3)

Collaborative inquiry fosters the skills students need now and in the future to develop a deeper understanding and mastery of content knowledge and skills. Participants will experience and evaluate the collaborative inquiry models of problem-based learning, hypothesis-based learning, project-based learning, Appreciative Inquiry, performance-based learning, and live-event learning.

EDUE 544 - Contemporary Issues in Education (3)

This course provides an opportunity for students to investigate the influence that contemporary social issues exert on systems of formal education. In particular, students will examine change processes as they occur in education and acquire the basic skills needed to serve as agents of change in the lives of individual students, the education profession, and society at large. They will examine the ways in which current issues and agendas for change require a stable, defensible set of core values. Not open to students with credit in EDU-545 or EDUE-545. Prerequisite: Master of Education or special permission.

EDUE 545 - Contemporary Issues in Christian Education (2)

Contemporary Issues in Christian Education provides an opportunity for students to accomplish four major objectives. First, students will examine the links between education and its interpersonal context. Second, students will explore the ways in which teachers can serve as agents of change in the lives of their individual students, the education profession, and society at large. Third, students will study the ways in which contemporary issues and agendas for change demand the formation of a critically examined yet stable and defensible foundation of core values. Graduate students examine the ways in which a core of Christian values addresses contemporary issues and agendas for change. Fourth, out of the foregoing discussions, students will write a working draft of a Professional Mission Statement. This mission statement will serve as foundation for developing the Applied Masters Portfolio throughout the rest of the M.Ed. course of graduate studies.

EDUE 546 - Christian Philosophy of Education (1)

Christian Philosophy of Education provides an introduction to a biblical worldview and a Christian philosophy of education. It requires students to examine the presuppositions upon which they base their personal and professional actions and behaviors, and has them develop a coherent worldview by reflecting on and answering the metaphysical, epistemological, and axiological questions. Additionally, the course leads students to develop a philosophy of education based on their worldview, and uses that philosophy to address issues relative to teaching, including the nature and potential of the student, the role of the teacher, the content of the curriculum, teaching methodology, and the social function of the school. This course is open only to those seeking ACSI or other Christian School certification.

EDUE 549 - Research to Improve Curricular and Instructional Design (2)

The course is designed to provide the M.Ed. candidate with the conceptual and analytical skills necessary to conduct professional literature-based research and professionally report research findings and apply them to curriculum, instruction, and assessment designs that elevate diverse students' learning.

EDUE 550 - Curriculum Development: Theory and Application (3)

This course will enable students to give leadership to the process of curriculum development in schools, kindergarten through high school level. Topics include the professional literature and theoretical foundations of curriculum, models for curriculum development, and curriculum processes and participants. The course is designed to assist teachers in translating theory into practice through development of a school-based project that will synthesize their learning. Credit is not available for this and EDU-550, EDUE-550 or EDU-569. Prerequisite: Master of Education or special permission by the Director, Master of Education Program.

EDUE 551 - Instructional Design: Theory and Application (3)

This course explores a variety of accepted theories of instructional design as identified by key writers and researchers in this field. Several teaching models common to these theories are studied and practiced. Candidates will select, use, and evaluate their own use of these models in authentic teaching situations. Not open to students with credit in EDU-551 or EDU-532.

Prerequisite: Master of Education or special permission by the Director, Master of Education Program.

EDUE 552 - Practicum in Teaching Exceptional Learners, P-12 (3)

This course is designed to provide a full-time culminating experience for candidates seeking licensure in special education. Candidates will engage in authentic activities focused on planning, conducting, and evaluating instruction in a variety of instructional settings while receiving professional feedback from a cooperating teacher. Course assessments include the development of research-based accommodations; alignment of integrated lessons to IEP goals and academic content standards; analysis of effect on student learning through regular data collection; and thoughtful instructional and behavioral management.

Prerequisite: All courses in the Indiana Wesleyan University's Exceptional Learners program. (Credit/No Credit)

EDUE 553 - Assessing Student Performance (3)

This course will explore current practices and research on effective models of traditional and non-traditional methods of P-12 classroom assessment. Differences between qualitative and quantitative assessment tools will be examined within the context of classroom learning, including references to action research data collected by classroom teachers. Emphasis is placed on measuring and recording P-12 student learning. Not open to students with credit in EDU-553 or EDU-539. Prerequisite: Master of Education or special permission by the Director, Master of Education Program.

EDUE 556 - Applied Research in Education (3)

An introduction to research strategies, with an emphasis on implementing, analyzing and reporting the action research process in the candidates P-12 classroom. Topics in the course include a survey of the common approaches to educational research, the development of research questions and hypotheses, the process of collecting and analyzing qualitative and quantitative data, and the development and compilation of the educational research report. Not open to students with credit in EDU-556 or EDUE-602. Prerequisite: Master of Education or special permission by the Director, Master of Education Program.

EDUE 560 - Intro to Teacher Leadership (3)

This course introduces the concept of teacher leadership and its value in the field of education today. Teachers will self-assess, analyze, and cultivate the dispositions and attitudes of a teacher leader for the purpose of effecting positive change in their learning communities. They will learn the critical importance of expanding their knowledge of educational research and theory to guide leadership decisions that will effectively address today's educational challenges. The primary emphasis in this course will be on teachers' self-examination and self-perceptions with regard to teacher leadership.

EDUE 602 - The Art of Inquiry (3)

This course focuses on understanding the purposes and design of qualitative and quantitative research with a special emphasis placed on action research. Candidates will develop the ability to read, analyze, and evaluate both qualitative and quantitative research studies. In addition, candidates will develop the ability to distinguish between inferential and descriptive statistics and demonstrate an understanding of basic statistical terms. Methods of data collection and analysis used for action research will also be explored.

EDUE 605 - Knowledge Base for Skilled Performance (3)

This course emphasizes the need for teachers to be experts in their subject area and to be able to use best practices to communicate that information. Candidates focus on increased knowledge of their teaching content area and on professional skills which will increase student learning and close the achievement gap. The course requires candidates to review standards related to their teaching area and align them to the curriculum. In addition, candidates will develop the ability to identify a clear research question for action research and to write a comprehensive review of the literature as a means to become skilled practitioners. Prerequisite: EDUE-602.

EDUE 608 - Standards-Based Backward Design (3)

This course focuses on developing instructional units that will meet the needs of diverse learners using the principles of depth of knowledge, standards, and backward design. Candidates will learn how to read, analyze, and identify student achievement needs from data, standards and school improvement plans as well as investigate diversity and developmental needs that impact learning. In addition, candidates will design clear curriculum objectives and learning targets, assessment instruments, and instructional strategies based upon needs and standards. Prerequisite: EDUE-605.

EDUE 611 - Active Learning Results (3)

The purpose of this course is to teach practitioners how to analyze, interpret, and report data from action research. Additional topics include analyzing the implications of the data, revising the curriculum based upon student achievement data, preparing an abstract of a study, and preparing an article, conference presentation, or professional development to effectively communicate results to various audiences. Prerequisite: EDUE-608.

EDUE 614 - Educational Themes and Trends (3)

This course examines educational trends, themes, and philosophies thorough select periods of American history that have impacted present day curriculum. Included is a study of national and state educational reform acts as well as current social and educational issues that have altered education. Throughout the course, students must demonstrate an understanding of teacher dispositions, national, state and local standards, and be able to analyze and evaluate data on the status of student achievement. Prerequisite: EDUE-622.

EDUE 615 - Instructional Leadership (3)

This course is designed to provide teachers with foundational knowledge that will enable them to take teacher leadership roles within schools. Topics include communication strategies, learning styles, educational models for planned change, and best practices in educational training. Specific skills in developing a professional learning community, leading study groups, and conducting professional development workshops will also be addressed. In addition, candidates will learn how to use aggregated and disaggregated data to make decisions that lead to improved student learning and develop plans for change within their schools.

EDUE 617 - Directed Field Project (3)

The Directed Field Project is the culminating project of the Rank I Program and consists of an action research project designed and implemented within at least one classroom. Based upon the data collected, students will revise the curriculum to demonstrate the ability to implement data-driven instruction. The purpose of the course is to help teachers be aware of and document the impact of their performance on student achievement. Throughout the development of the project, students must demonstrate an understanding of state and national teacher standards, state and national curriculum standards, state initiatives, the IWU conceptual framework and dispositions, best practices in their certificated area, and research in related professional skills and subject content knowledge.

EDUE 617A - Directed Field Project A (1)

The Directed Field Project is the culminating project of the Rank I Program and consists of an action research project designed and implemented within at least one classroom. Based upon the data collected, students will revise the curriculum to demonstrate the ability to implement data-driven instruction. The purpose of the course is to help teachers be aware of and document the impact of their performance on student achievement. Throughout the development of the project, students must demonstrate an understanding of state and national teacher standards, state and national curriculum standards, state initiatives, the IWU conceptual framework and dispositions, best practices in their certificated area, and research in related professional skills and subject content knowledge.

EDUE 617B - Directed Field Project B (1)

This course is a continuation of EDUE-617A.

EDUE 617C - Directed Field Project C (1)

This course is a continuation of EDUE-617B.

EDUE 620 - Mentoring and Coaching (3)

This course focuses on the various approaches to mentoring and coaching teachers in the K-12 classrooms. Differences between supervision, mentoring, and coaching will be explored as well as when to use directive, collaborative, or coaching approaches. In addition, the supervision cycle will be addressed. This course has a practicum to give candidates experience in mentoring and coaching.

EDUE 622 - Advanced Reading, Writing, and Content Learning (3)

This course explores research-based reading and writing strategies that K - 12 teachers can use to help students interact meaningfully with text. A primary focus is how reading and writing complement each other while supporting content-based inquiry.

EDUE 624 - Teaching Reading and Writing to Low-Performing Readers (3)

This course explores research-based strategies that will help the low-performing reader, grades 2 -12 develop reading and writing skills. The focus is on the scientific research of literacy and how to translate this into classroom practice. Topics include assessment, phonemes, phonemic awareness, language structure, and metacognitive approaches to instruction to remediate weak literacy skills.

EDUE 631 - Developing Skilled Writers (3)

This is an advanced course that helps practitioners teach the writing process, the elements of good writing, and the different forms of writing. The writer's workshop, writing for publications, tying grammar instruction to writing, and using graphic organizers to develop the types of paragraphs are some of the topics explored. In addition, assessment and evaluation of writing will be discussed.

EDUE 632 - Reading Development and Instruction, K-6 (3)

This course focuses on the practical implementation of reading research in the elementary classroom, K-6. The stages of reading development will provide the framework for understanding the instructional needs of students at each level. Practitioners will evaluate materials and curriculum on the basis of research and adapt strategies to produce independent readers at every grade level.

EDUE 633 - World Music Drumming (3)

This course, based on the curriculum developed by Will Schmid, will introduce students to the basics of African and Caribbean drumming, xylophone playing, and singing. The course will present strategies on how to implement and teach a world music drumming curriculum in the K-12 school program, or other venues such as church or community programs. The course will include large group instruction, small group interaction, guided micro-teaching/leading, ensemble creation, improvisation and performance. No prior knowledge in drumming is assumed.

EDUE 634 - Global Mythology: Issues of Literary, Criticism and Interpretation (3)

This course requires participants to examine dozens of mythological stories from modern and ancient cultures by utilizing several learning perspectives. Literary merit, coupled with cultural sensitivity, is contextualized to both the origination and archetypal meaning of mythological texts. The use of specific, myth-based language forms and linguistic conversations is analyzed across academic disciplines to determine the pervasiveness of mythological influences on societal norms and communication.

EDUE 635 - Phonemes, Phonics, and Language Structure (3)

This course provides teachers with the tools to implement scientifically research-based reading instruction in the classroom. It addresses the elements recommended by the National Reading Panel, helping teachers become proficient in teaching phonemes, a phoneme-based phonics, and the other critical elements for proficient reading. This advanced course prepares teachers to effectively teach these concepts to beginning readers in grades K-5 and low-performing readers in grades K-12. It also prepares instructional leaders to mentor practitioners in implementing these strategies.

EDUE 636 - Historical Research: Rationale and Application (3)

This course forces students to use modern technology when investigating primary source documents for evidence of historical dissonance. Students must select an area of civic dissonance to research regarding stated American ideals and evidence of actual American practices. Finding and evaluating patterns in the historical past regarding similar dissonance should shed light on current civic activities found today in the United States. Students will extend their content knowledge of the democratic foundations of American civic society and display extensive critical thinking when drawing reasonable conclusions on a contemporary historical issue. It is expected that an article of these conclusions will be submitted to a reputable journal as a gesture of the students' civic responsibility to contribute to the development of their field.

EDUE 637 - 21st Century Literacy in Historical Research Methods (3)

This course requires participants to use Internet "blogs" and other more traditional documents to teach secondary school students how to research a historical topic. Participants will create a unit on one topic from their history curriculum, including an annotated webliology of blogs (appropriate for middle and/or high school students) and links to well-accepted primary and secondary source documents as a way to increase student interest in factual verification of information. Emphasis is placed on teaching students to think critically and to discern patterns, themes, and/or connections between historical information sources when analyzing print and non-print media.

EDUE 638 - Advanced Mathematics Methods and Assessment Practices (3)

This course is designed to explore instructional theory and assessment practices as related to mathematics in middle and secondary schools as well as the development of thematic units. Emphasis is placed on assessment-driven instruction. The course focuses on all aspects of an effective mathematics classroom including the first day of school, developing classroom rules, classroom management, developing an educational environment conducive to learning, and designing lessons that target students' active participation.

EDUE 639 - Ethics, Advocacy, and Administration of Music Education (3)

This course will address issues of ethics as related to music teaching in such areas as copyright law, concept programming, budgeting, curriculum planning, and administration of school music programs. Strategies for advocacy will be included with regard to promoting, and maintaining public/private school music programs.

EDUE 641 - Graduate Music Education Technology Course (3)

This course is designed for the music educator. The purpose of this class is to develop skills in using technology to better enhance both teaching students and administering the music classroom. Students will also be able to incorporate a variety of computer-assisted teaching and learning tools into their music curricula. They will examine and evaluate multimedia and computer-assisted-instruction lessons. The internet will be examined as a tool for music instruction including the creation of a music education web site. Students will learn to make critical judgments about the appropriateness of selected music hardware and software for particular educational applications. Students will also use software that could enhance communication to parents as well as organize their future classrooms. Music notation software will be explored in detail. As a Christian educator, it is our duty and responsibility to develop our God-given talents and skills to the fullest potential. It is the desire of the instructor to have the students find how technology can best enhance the craft of music, as well as education.

EDUE 642 - Topics and Trends in Cellular Biology (3)

This laboratory oriented course is an examination of techniques presently being used to study genetics, cell biology and molecular biology. Special emphasis will focus on areas of study useful in secondary school laboratory investigation.

EDUE 643 - Field Natural History of the Midwest (3)

This field course is an intensive study of the diversity of flora and fauna found in natural regions of the Midwest. Opportunity to view natural areas first hand and experience representative regions is an essential part of the field experience. Discussion, interview, journaling and various field activities will enhance the learning of the region's biodiversity.

EDUE 651 - Teaching English Language Learners (3)

This course is an overview of the five stages of language development of the English Language Learner (ELL). It examines language, culture, instruction, assessment, and professional development through the lens of these five stages. Candidates will explore ways to design a classroom environment, instructional strategies, and assessment tools that support these students. In addition, they will develop a plan to enhance their own professional growth in ELL.

EDUE 673 - Strategies for Professors of Assessment Of K-12 Student Learning (3)

A course designed to provide in-depth knowledge and training through critical analyses of current research and trends in the assessment of student learning and application of new knowledge and skills in expanding teachers' knowledge, skills, and dispositions in assessing the learning of K-12 students. The spiritual growth of the participants and their mentoring the spiritual growth of their students are important course elements.

EDUE 675 - Strategies for Professors of Performance Based Assessment (3)

Participants in this course conduct in-depth analyses of current research, theory, and practice in the area performance-based assessment with special emphasis on the portfolio model and apply their new knowledge through mentoring teachers in portfolio development skills. The spiritual growth of the participants and their mentoring the spiritual growth of their students are important course elements.

EDUE 676 - Strategies for Professors of Instruct. Design & Practices to Enhance P-12 Student Learning (3)

A course designed to provide in-depth knowledge and training through critical analyses of current research and trends in facilitating P-12 student learning and application of new knowledge and skills in expanding teachers' knowledge, skills, and dispositions in assisting the learning of P-12 students. The spiritual growth of the participants and their mentoring the spiritual growth of their students are important course elements.

EDUE 677 - Strategies for Professors of Methods of Teaching Science, Social Studies, & Math to Elementary Students (3)

A course designed to provide in-depth knowledge and training for professors of methods of teaching science, social studies and mathematics for elementary teachers through critical analyses of relevant and current research, theory, and trends and the application of this new knowledge and skills in the professional development of elementary school teachers. The spiritual growth of the participants and their mentoring the spiritual growth of teachers are important course elements.

EDUE 680 - Strategies for Professors of Reading Theory and Practices for the K-12 Classroom (3)

A course designed to provide in-depth knowledge and training for professors of reading through critical analyses of current research, theory, and trends in the teaching of reading, and application of this new knowledge and skills through the professional development of teachers of reading. The spiritual growth of the participants and their mentoring the spiritual growth of their students are important course elements.

EDUE 682 - Strategies for Professor of Diagnostic Practices and Their Implications- K-12 Reading Clsrm (3)

This course is designed to provide in-depth knowledge and training through the critical analyses of current research and International Reading Association guidelines in the diagnosis, assessment, and evaluation of reading problems for those involved in remediation. Training in prescriptive instructional strategies, curriculum materials, practice in administering informal assessments, diagnostic report writing, and professional development activities are emphasized. The spiritual growth of the participants and their development in facilitating the spiritual growth of teachers are important course elements.

EDUE 617ACI - Directed Field Project A - Curriculum And Instruction (1)

The Directed Field Project is the culminating project of the Rank I Program and consists of an action research project designed and implemented within at least one classroom. Based upon the data collected, students will revise the curriculum to demonstrate the ability to implement data-driven instruction. The purpose of the course is to help teachers be aware of and document the impact of their performance on student achievement. Throughout the development of the project, students must demonstrate an understanding of state and national teacher standards, state and national curriculum standards, state initiatives, the IWU conceptual framework and dispositions, best practices in their certificated area, and research in related professional skills and subject content knowledge.

EDUE 617AEC - Directed Field Project A - Early Childhood Education, K-3 (1)

The Directed Field Project is the culminating project of the Rank I Program and consists of an action research project designed and implemented within at least one classroom. Based upon the data collected, students will revise the curriculum to demonstrate the ability to implement data-driven instruction. The purpose of the course is to help teachers be aware of and document the impact of their performance on student achievement. Throughout the development of the project, students must demonstrate an understanding of state and national teacher standards, state and national curriculum standards, state initiatives, the IWU conceptual framework and dispositions, best practices in their certificated area, and research in related professional skills and subject content knowledge.

EDUE 617AEE - Directed Field Project A - Elementary Education, K-6 (1)

The Directed Field Project is the culminating project of the Rank I Program and consists of an action research project designed and implemented within at least one classroom. Based upon the data collected, students will revise the curriculum to demonstrate the ability to implement data-driven instruction. The purpose of the course is to help teachers be aware of and document the impact of their performance on student achievement. Throughout the development of the project, students must demonstrate an understanding of state and national teacher standards, state and national curriculum standards, state initiatives, the IWU conceptual framework and dispositions, best practices in their certificated area, and research in related professional skills and subject content knowledge.

EDUE 617AEN - Directed Field Project A - English, 5-12 (1)

The Directed Field Project is the culminating project of the Rank I Program and consists of an action research project designed and implemented within at least one classroom. Based upon the data collected, students will revise the curriculum to demonstrate the ability to implement data-driven instruction. The purpose of the course is to help teachers be aware of and document the impact of their performance on student achievement. Throughout the development of the project, students must demonstrate an understanding of state and national teacher standards, state and national curriculum standards, state initiatives, the IWU conceptual framework and dispositions, best practices in their certificated area, and research in related professional skills and subject content knowledge.

EDUE 617AHI - Directed Field Project A - History, 5-12 (1)

The Directed Field Project is the culminating project of the Rank I Program and consists of an action research project designed and implemented within at least one classroom. Based upon the data collected, students will revise the curriculum to demonstrate the ability to implement data-driven instruction. The purpose of the course is to help teachers be aware of and document the impact of their performance on student achievement. Throughout the development of the project, students must demonstrate an understanding of state and national teacher standards, state and national curriculum standards, state initiatives, the IWU conceptual framework and dispositions, best practices in their certificated area, and research in related professional skills and subject content knowledge.

EDUE 617ALE - Directed Field Project A - Literacy Education, K-12 (1)

The Directed Field Project is the culminating project of the Rank I Program and consists of an action research project designed and implemented within at least one classroom. Based upon the data collected, students will revise the curriculum to demonstrate the ability to implement data-driven instruction. The purpose of the course is to help teachers be aware of and document the impact of their performance on student achievement. Throughout the development of the project, students must demonstrate an understanding of state and national teacher standards, state and national curriculum standards, state initiatives, the IWU conceptual framework and dispositions, best practices in their certificated area, and research in related professional skills and subject content knowledge.

EDUE 617AMA - Directed Field Project A - Mathematics, 5-12 (1)

The Directed Field Project is the culminating project of the Rank I Program and consists of an action research project designed and implemented within at least one classroom. Based upon the data collected, students will revise the curriculum to demonstrate the ability to implement data-driven instruction. The purpose of the course is to help teachers be aware of and document the impact of their performance on student achievement. Throughout the development of the project, students must demonstrate an understanding of state and national teacher standards, state and national curriculum standards, state initiatives, the IWU conceptual framework and dispositions, best practices in their certificated area, and research in related professional skills and subject content knowledge.

EDUE 617AMU - Directed Field Project A - Music, K-12 (1)

The Directed Field Project is the culminating project of the Rank I Program and consists of an action research project designed and implemented within at least one classroom. Based upon the data collected, students will revise the curriculum to demonstrate the ability to implement data-driven instruction. The purpose of the course is to help teachers be aware of and document the impact of their performance on student achievement. Throughout the development of the project, students must demonstrate an understanding of state and national teacher standards, state and national curriculum standards, state initiatives, the IWU conceptual framework and dispositions, best practices in their certificated area, and research in related professional skills and subject content knowledge.

EDUE 617ASC - Directed Field Project A - Science, 5-12 (1)

The Directed Field Project is the culminating project of the Rank I Program and consists of an action research project designed and implemented within at least one classroom. Based upon the data collected, students will revise the curriculum to demonstrate the ability to implement data-driven instruction. The purpose of the course is to help teachers be aware of and document the impact of their performance on student achievement. Throughout the development of the project, students must demonstrate an understanding of state and national teacher standards, state and national curriculum standards, state initiatives, the IWU conceptual framework and dispositions, best practices in their certificated area, and research in related professional skills and subject content knowledge.

EDUE 617ASE - Directed Field Project A - Special Education, K-12 (1)

The Directed Field Project is the culminating project of the Rank I Program and consists of an action research project designed and implemented within at least one classroom. Based upon the data collected, students will revise the curriculum to demonstrate the ability to implement data-driven instruction. The purpose of the course is to help teachers be aware of and document the impact of their performance on student achievement. Throughout the development of the project, students must demonstrate an understanding of state and national teacher standards, state and national curriculum standards, state initiatives, the IWU conceptual framework and dispositions, best practices in their certificated area, and research in related professional skills and subject content knowledge.

EDUE 617BCI - Directed Field Project B - Curriculum And Instruction (1)

This course is a continuation of EDUE-617ACI. Graded on a CR/NC basis.

EDUE 617BEC - Directed Field Project B - Early Childhood Education, K-3 (1)

This course is a continuation of EDUE-617AEC. Graded on a CR/NC basis.

EDUE 617BEE - Directed Field Project B - Elementary Education, K-6 (1)

This course is a continuation of EDUE-617AEE. Graded on a CR/NC basis.

EDUE 617BEN - Directed Field Project B - English, 5-12 (1)

This course is a continuation of EDUE-617AEN. Graded on a CR/NC basis.

EDUE 617BHI - Directed Field Project B - History, 5-12 (1)

This course is a continuation of EDUE-617AHI. Graded on a CR/NC basis.

EDUE 617BLE - Directed Field Project B - Literacy Education, K-12 (1)

This course is a continuation of EDUE-617ALE. Graded on a CR/NC basis.

EDUE 617BMA - Directed Field Project B - Mathematics, 5-12 (1)

This course is a continuation of EDUE-617AMA. Graded on a CR/NC basis.

EDUE 617BMU - Directed Field Project B - Music, K-12 (1)

This course is a continuation of EDUE-617AMU. Graded on a CR/NC basis.

EDUE 617BSC - Directed Field Project B - Science, 5-12 (1)

This course is a continuation of EDUE-617ASC. Graded on a CR/NC basis.

EDUE 617BSE - Directed Field Project B - Special Education, K-12 (1)

This course is a continuation of EDUE-617ASE. Graded on a CR/NC basis.

EDUE 617CCI - Directed Field Project C - Curriculum And Instruction (1)

This course is a continuation of EDUE-617BCI.

EDUE 617CEC - Directed Field Project C - Early Childhood Education, K-3 (1)

This course is a continuation of EDUE-617BEC.

EDUE 617CEE - Directed Field Project C - Elementary Education, K-6 (1)

This course is a continuation of EDUE-617BEE.

EDUE 617CEN - Directed Field Project C - English, 5-12 (1)

This course is a continuation of EDUE-617BEN.

EDUE 617CHI - Directed Field Project C - History, 5-12 (1)

This course is a continuation of EDUE-617BHI.

EDUE 617CLE - Directed Field Project C - Literacy Education, K-12 (1)

This course is a continuation of EDUE-617BLE.

EDUE 617CMA - Directed Field Project C - Mathematics, 5-12 (1)

This course is a continuation of EDUE-617BMA.

EDUE 617CMU - Directed Field Project C - Music, K-12 (1)

This course is a continuation of EDUE-617BMU.

EDUE 617CSC - Directed Field Project C - Science, 5-12 (1)

This course is a continuation of EDUE-617BSC.

EDUE 617CSE - Directed Field Project C - Special Education, K-12 (1)

This course is a continuation of EDUE-617BSE.

EDUT - Graduate Education - TTT**EDUT 512 - Observation, Assessment and RT1 in the Early Childhood Profession (3)**

This course will explore the need for observing and assessing children's behavior and the development of skills essential for evaluating behavior. Emphasis will be placed on the appropriate usage of summative assessment and the diagnostic features of the formative assessment to enhance teaching and learning. Classroom-based education will assist in understanding how to best implement observation and assessment objectively, efficiently, and successfully for data gathering, analysis, and data-driven decision-making. Candidates will utilize teacher-created and ready-produced item analysis and assessment materials. The course requires a ten-hour, embedded field experience.

EDUT 520 - Foundations in Phonics and Language Structure (3)

This course provides the tools to implement phonics reading instruction using scientifically-based reading research (SBRR). Topics include phonemes, phonemic awareness, graphemes, phonics, and the structure of our language. Instructional strategies for teaching each of these are modeled. Candidates will assess a single student who has been identified as reading below grade level and implement phoneme-based phonics instruction in a tutoring setting.

EDUT 521 - Diagnostics in Reading and Language Arts in the Elementary Classroom (3)

This course provides practical classroom experiences in diagnosing challenges in reading and language arts. It covers techniques, methods, and materials involved with prescriptive intervention. Included in the course is an investigation of Response to Intervention as it pertains to reading and language arts instruction. An embedded field experience is a requirement of this course.

EDUT 522 - Foundations in Phonics and Language Structure for Early Childhood (3)

This course provides a foundation for teaching reading to children in P - 3 classrooms. Using a reading framework of scientifically-based reading research (SBRR), candidates will learn how to both teach and assess literacy skills in young children. Topics include print awareness, the alphabet, phonemic awareness, graphemes, phonics, and the structure of our language. Instructional strategies for teaching each of these are explained and modeled. Candidates will assess a single student in Grades 1 - 3 who has been identified as reading below benchmark.

EDUT 530 - Culturally Responsive Teaching: Accessing and Building Competencies (3)

This course examines the role of multicultural education in teaching and provides a comprehensive study of models for building cultural competencies. Worldviews and the impact of diversity on education will be analyzed. The course further emphasizes diversity issues in education as related to instruction, assessment, and learning differences of students.

EDUT 532 - Reading and Writing in Early Childhood (3)

This course focuses on the development of reading comprehension and writing skills of young children using scientifically-based reading research (SBRR). Topics include selection of appropriate reading materials, development of thematic units around texts, reading comprehension, vocabulary instruction, text structure, grammar, and the writing process. Candidates will design a literature-based lesson to teach in a P-3 classroom during their field experience.

EDUT 540 - Introduction to 21st Century Education For Elementary Teachers (3)

This introductory course examines the history of elementary education in American Schools and provides a comprehensive study of 21st century education and the need for classroom teachers to provide P-12 learning experiences that emphasize critical thinking, problem solving, communication, and collaboration. The course further emphasizes the needs to use technology as an effective teaching and learning tool and emphasis is given to serving diverse P-12 student populations.

EDUT 541 - Innovative Teaching for the 21st Century for Elementary Classrooms (3)

The course introduces the elementary teaching candidate to innovative teaching by integrating 21st Century skills in with the national, state, professional, and technology teaching standards. P-12 learning theories are integrated in the course with an emphasis on using best practices to improve elementary classroom teaching and learning.

EDUT 542 - Scientifically-Based Reading Research and the Sociocultural Context (3)

This course provides foundational knowledge and skills related to the impact of the sociocultural context on SBRR-focused instruction and assessment for P-3 students. A knowledge of Scientifically-based Reading Research (SBRR) is used to design reading units that incorporate SBRR-compatible texts and instructional materials, both digital and non-digital. The sociocultural context required for effective teaching in diverse learning environments and communities is examined, including cultural, linguistic, and ethnic diversity.

EDUT 545 - Assessment and Learning in the Elementary Classroom (3)

Elementary candidates will study the need to use assessment experiencing for learning. The course emphasizes the diagnostic nature of formative assessment and the appropriate use of summative assessment to improve teaching and learning. Candidates will complete classroom-based learning activities in order to understand how to best implement assessments fairly, appropriately and effectively for data collection, analysis, and data-driven decision making. This will include ready produced and teacher created assessments and item analysis. This course contains a 10 hour field experience.

EDUT 548 - Researched-Based Behavior Interventions And Elementary Classroom Management (3)

The focus of this course involves researched-based methodologies for managing the elementary classroom, emphasizing theories of learning and instruction. An examination of human, social, and intellectual development for diverse populations of students is integrated with concepts of classroom management and behavior intervention. Emphasis is given to legal mandates associated with classroom management that impact student learning and the learning environment. This course contains a 10 hour field experience.

EDUT 550 - Methods of Teaching the Elementary School Curriculum (3)

This course examines constructivist approaches to teaching and learning in elementary education. Candidates are expected to demonstrate the ability to align elementary instruction to Common Core Standards as exhibited through the development of an elementary unit of instruction. This course emphasizes the role of the elementary educator as a reflective practitioner who is capable of differentiating instruction to meet the needs of all learners through an emphasis on higher-order thinking, technology, and the application of instructional best practices. An embedded field experience is a requirement of this course.

EDUT 552 - Methods and Assessment in Literacy for Early Childhood (3)

This course focuses on implementation of assessment and instructional strategies used to teach literacy to young children. It provides foundational knowledge and skills related to literacy integration in core content areas. Multiple methods are explored, including simulations, cooperative learning, group and individual learning, and direct instruction. Three actual units are created: one only dealing with reading skills, one only dealing with writing skills, and one integrated literacy unit. Units are designed using a standard lesson plan format. Self-evaluation is also considered via professional reflection and goal writing.

EDUT 560 - Content Reading and Literacy for Adolescents (2)

This course examines strategic reading for adolescents in the content areas. The following reading techniques are emphasized: questioning, reading expository text, analyzing textbook material, and interpreting diverse materials. The course prepares teachers to develop metacognitive readers in their classrooms. Included in the course is an investigation of the process of Response to Intervention as it influences reading and content area instruction. An embedded field experience is a requirement of this course.

EDUT 562 - Content Pedagogical Methods for Integrated Subject Areas (3)

This course prepares students to implement techniques for the successful integration of specific subject content in the early childhood learning environment. Utilizing pedagogical methods of teaching within the early childhood classroom, students will develop strategies of collaboration and integrative curriculum building with a greater focus on theory. A strong emphasis is placed on child-initiated and culturally inclusive approaches with differentiation. The study of verbal and nonverbal communication, reading, writing, numeracy, sciences, social awareness, creative arts, and e-technology learning serve as an appropriate foundation toward a knowledge base for teaching diverse populations of young children.

EDUT 570 - Introduction to 21st Century Education For Secondary Teachers (2)

This introductory course examines the history of secondary education in American Schools and provides a comprehensive study of 21st century education and the need for classroom teachers to provide P-12 learning experiences that emphasize critical thinking, problem solving, communication, and collaboration. The course further emphasizes the needs to use technology as an effective teaching and learning tool and emphasis is given to serving diverse P-12 student populations.

EDUT 571 - Innovative Teaching for the 21st Century For Secondary Classrooms (3)

The course introduces the secondary teaching candidate to innovative teaching by integrating 21st Century skills in with the national, state, professional, and technology teaching standards. P-12 learning theories are integrated in this course with an emphasis on using best practices to improve secondary classroom teaching and learning.

EDUT 572 - Social, Emotional, and Behavioral Interventions in Early Childhood (3)

This course examines what social, emotional, and behavioral interventions are, and how these interventions relate to the effective management of a diverse classroom. Worldviews and the impact of the teacher's role on social, emotional, and behavioral interventions will also be analyzed. This course also examines the importance of and how to identify appropriate resources that provide intervention services for students with diverse needs. Legal mandates associated with classroom management and research-based intervention methods will be examined as well. A ten-hour embedded field experience is required for this course.

EDUT 575 - Assessment and Learning in the Secondary Classroom (3)

Secondary candidates will study the need to use assessment experiences for learning. The course emphasizes the diagnostic nature of formative assessment and the appropriate use of summative assessment to improve teaching and learning. Candidates will complete classroom-based learning activities in order to understand how to best implement assessments fairly, appropriately, and effectively for data collection, analysis, and data-driven decision making. This will include ready produced and teacher created assessments and item analysis. An embedded field experience is a requirement of this course.

EDUT 578 - Secondary Teaching Methods and Resources (3)

This course examines constructivist approaches to teaching and learning in secondary education. Candidates are expected to demonstrate the ability to align secondary instruction to state academic standards and national Common Core Standards as demonstrated through the development of a content area unit of instruction. This course emphasizes the role of the secondary educator as a reflective practitioner who is capable of differentiating instruction to meet the needs of all learners through an emphasis on higher-order thinking, technology, and the application of content-area best practices. An embedded field experience is a requirement of this course.

EDUT 580 - Researched-Based Behavior Interventions And Classroom Management for Adolescents (2)

This course emphasizes theories of learning and instruction, and involves research-based methods for managing a secondary classroom. An examination of human, social, and intellectual development for diverse populations of students is integrated with concepts of classroom management and behavior intervention. Emphasis is given to legal mandates associated with classroom management that impact student learning and the learning environment. An embedded field experience is a requirement of this course.

EDUT 582 - Student Tchg: Early Childhood (3)

Student teaching is a demonstration of practical applications of program knowledge, skills, and dispositions in facilitating P-3 students' learning. Authentic assessments documenting candidates' professional growth are exhibited and measured through the use of a Teacher Work Sample. Quality learning experiences in P-3 classrooms are required. All core program of study courses must be successfully completed prior to student teaching.

EDUT 590 - Student Teaching: Elementary Education (3)

Student teaching is a demonstration of practical applications of content and program knowledge, skills, and dispositions in facilitating elementary students' learning. Authentic assessments documenting candidates' professional growth are exhibited and measured.

EDUT 595 - Student Teaching: Secondary Education (3)

Student teaching is a demonstration of practical and content applications of program knowledge, skills, and dispositions in facilitating improvement in secondary students' learning. Authentic assessments documenting candidates' professional growth are exhibited and measured.

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EDUT ORE - Orientation to Transition to Teaching (0)

This two-week orientation provides candidates with an understanding of university structures and academic policies, an overview of the online learning environment via Blackboard, and establishes expectations for required clinical experiences. This course is worth 0 credit hours; however, it is a program requirement and is considered a prerequisite to EDUT 540 and EDUT 570.

ELE - Elective

ELE 365 - Introduction to Children's Literature (3)

The primary focus of this course is literature for young children and elementary students. It is designed to enable students to evaluate, select, and utilize literature for children from a wide range of genres with emphasis on reading aloud, storytelling, authors/illustrators, cultural diversity, and current research in the field within the framework of integration of faith and learning. Methodological strategies are addressed through the actual reading of selections. This course does not meet a general education English requirement; a student with credit in EDU-365 cannot register for this course.

ELE 499TCC - Global Studies Program and Universities (1 to 4)

ELE 599T - Elective Transfer (3)

ENG - English

ENG 100 - English Pre-Composition (3)

Develops fundamental skills of writing. Students practice techniques in the various stages of the writing process: pre-writing, drafting, revising, rewriting, and editing. Also focuses on grammar, usage, and punctuation. Students must complete this course with a grade of "C" or above in order to advance to ENG-120. Credits cannot be counted toward an English major or any General Education requirements.

ENG 101 - Critical Reading and Study Skills (3)

Provides a foundation of reading strategies and skill practice enabling students to develop comprehension and vocabulary skills for use within and after the university setting. Includes a thorough investigation of study skills and materials. Students must score at the 13.0 grade level or higher on a university-approved standardized reading comprehension and vocabulary test, and must complete the course with a grade of "C" or higher. Credits cannot be counted toward any major or General Education Requirement.

ENG 120 - English Composition (3)

Develops skills in various methods of writing. Students will write expressive and expository essays using processes of pre-writing, drafting, revising, and editing. They will evaluate and synthesize data, sources, and ideas to develop a research essay. Completion of ENG-120 with a grade of "C" or better will fulfill the writing competency requirement. Credits cannot be applied to an English or Writing major or minor. Prerequisite: Adequate SAT/ACT verbal scores or completion of ENG-100 with a grade of "C" or higher.

ENG 121 - English Composition II (3)

Prompts students to develop writing skills by using pre-writing, drafting, revising, and editing. In this process-oriented class students will complete several essays analyzing literature read in the course. Students will employ both expository and persuasive aims of discourse, as well as participate in workshops with peer editing. Includes impromptu writing and documented research essay.

ENG 140 - College Writing (3)

This course provides the student with a basic understanding of the elements involved in the writing process by developing skills in various methods of writing. Students will write expressive and expository essays using the writing process of pre-writing, drafting, revising, and editing. They will also evaluate and synthesize various sources and ideas to develop an essay. This course helps students develop an ability to express their ideas effectively in writing, analyze expository and persuasive writing

techniques, and establish a solid foundation for researching and securing information required for productive college level writing. Not open to students with a satisfactory grade in WRI-140. (Must be passed with a grade of "C" or higher.)

ENG 141 - Research and Writing (3)

This course focuses on advanced skills of expository and research writing. The course seeks to develop individual confidence in the effective use of professional communication and research writing skills. Students will write expository and research essays using the writing process of pre-writing, drafting, revising, and editing. By evaluating and synthesizing a variety of sources, creating an annotated bibliography, and drafting a formal article critique, students will sharpen their ability to communicate and think critically in an academic setting. Not open to students with a satisfactory grade in WRI-141. (Must be passed with a grade of "C" or higher.)

ENG 170 - Introduction to Linguistics (3)

Introduces the major areas and theories in the study of human language: its sound patterns, the structure of words and sentences, the nature of meaning, language use in society, and the ways languages vary and change over time and space. Provides a foundation for all other TESOL courses, for the study and teaching of a foreign language, and for a deeper understanding of the function of language in human communication.

ENG 180 - Humanities World Literature (3)

Designed to acquaint students with major authors in world literature in the context of world history and culture--strengthening students' reading skills while deepening their intellectual, cultural, and spiritual experience.

ENG 201 - Speed Reading (1)

Computer-assisted course for students who want to increase reading speed while enhancing reading comprehension and vocabulary. Also useful to increase fluency in understanding text books for undergraduate and anticipated graduate work. Includes an online reading program as well as classroom instruction. Not available to students who have taken ENG-101, Critical Reading and Study Skills.

ENG 220 - Approaches to Literary Analysis (3)

A foundation for the critical analysis of literature, with emphasis on informed reading and written response to selections from poetry, fiction, and drama, while incorporating basic literary terms and basic theories of criticism. Prerequisite: Major in English, English Education, Writing, or permission of the Division.

ENG 233 - American Literature Survey (3)

A chronological study of the development of American literature, including literature of authors of color, from Thomas Hariot and other Colonial and Revolutionary authors through the American Renaissance to the present day. Provides an extensive factual overview with in-depth study of selected works to develop both wide and critical reading.

ENG 235 - American Literature (Literary Period or Region) (3)

Focused study of one American literary period or one American literary region covered only briefly by other courses offered. Possibilities include New England Transcendentalism, American Realism, The Harlem Renaissance, Ex-patriot Literature, The Beat Movement, Literature of the South or Midwest, Literature of Borders (Canadian, Mexican, Puerto Rican, etc.). May be repeated once under a different topic.

ENG 236 - BritishGothic/Romantic Novel (3)

Focus on the novels/novellas of the British Gothic/Romantic Period: 1764 to 1850. Study will center on how themes and questions of power, terror, gender, ethics, and religion are combined into the artistry of the works. Might include selections from Shelley, Robert Louis Stevenson, Bram Stoker, Charlotte Bronte, or Walter Scott.

ENG 237 - British Literature (Literary Period or Region) (3)

Intensive study of one British literary period or one British literary region covered only briefly by other courses offered: The Eighteenth Century British Novel, World War I British Literature, British Lake District Literature, Scottish Literature, and Irish Literature, for examples. May be repeated once under a different topic.

ENG 238 - C.S. Lewis (3)

A careful reading of one Twentieth Century British writer who inspirationally presents the Christian message through works in several genres: fantasy, autobiography, satire, argument, fiction, letters, exposition, and literary criticism.

ENG 239 - Nineteenth-Century British Literature and Culture (3)

Careful reading and study of selected nineteenth-century British novelists and poets, perhaps including Walter Scott, the Brontës, Robert Burns, and William Wordsworth. Considerable attention is given to the following: a chronological survey of British history; the imagery, figurative language, philosophy, and artistry of the poetry and prose; and contrasts between British and American cultures.

ENG 240 - British Literature Survey (3)

A chronological study of the development of British literature. Beginning with Chaucer and working toward the present, this course focuses on selected authors as well as on the historical/philosophical milieu from which their literatures grow.

ENG 241 - Studies in English Grammar (3)

Analysis of the forms, functions, and arrangements of words that signal meaning in our system of language. Topics include (but are not limited to) sentence patterns and types, modification principles and applications, concord, complementation, logic of structure, mechanical accuracy, and punctuation precision. Course objective is operational command of the syntax of English.

ENG 242 - Literature and Ideas (3)

Traces the impact of a particular literary focus or theme that recurs through British and /or American literature. Examples would include war literature, literature of protest, men and women in conflict, cinema and the novel, family dynamics, etc. May not be repeated.

ENG 260 - The British Novel (3)

A chronological study of the development of the British novel. Selections begin with Daniel Defoe and move toward the present. Selections will show emphasis on major authors and on forms of the novel, including epistolary, autobiographical, picaresque, historical, and psychological. A variety of modes will be included, including romanticism, realism, and naturalism.

ENG 261 - The American Novel (3)

A chronological study of the American novel from its beginnings in the Nineteenth Century to the present. Emphasis will be on works representative of major authors (i.e., Twain), important types (i.e., novel of manners), and significant American themes (i.e., slavery, racism).

ENG 290 - The European Novel (3)

A study focused on the Nineteenth Century novel in continental Europe, from its romantic origins to its realistic and naturalistic development. Authors will include Tolstoy, Dostoyevsky, Balzac, Flaubert, and Zola, as well as supplementary readings to place novels in their historical, social, and philosophical milieus.

ENG 293 - Topics in Research and Writing (1)

This course utilizes the elements involved in the writing process to develop skills in research and writing. Students will evaluate and synthesize various sources and ideas including Biblical texts to develop a research presentation.

ENG 294 - Intermediate Research and Writing (2)

This course enhances the student's ability to utilize the elements involved in the writing process to further develop skills in research and writing. Students will evaluate and synthesize various sources and ideas including Biblical texts to develop a research presentation.

ENG 237CC - Global Studies Program (3)**ENG 242CC - Council for Christian Colleges (3)****ENG 352 - History of English Language (3)****ENG 360 - Modern Drama (3)**

Intensive reading of selected American, British, and European plays from 1879 to the present. Analysis and critical literature will focus on significant twentieth-century and contemporary theatrical trends such as realism, expressionism, and the absurd.

ENG 361 - Shakespeare (3)

Focus on Shakespeare's drama, including comedies and tragedies. Methods of study feature analysis of text, integration of selected critical literature, dramatic interpretation teams, informal writing, and a significant critical essay.

ENG 362 - Victorian Literature (3)

Careful reading of major poetry and prose (Lord Tennyson through Dante Rossetti and John Carlyle through John Stuart Mill) with attention to the historical and philosophical milieu (Pre-Raphaelite painters, for example). Selected critical literature integrated with text analysis.

ENG 364 - Romantic Literature (3)

Careful reading of major poetry and prose (William Blake through Keats, Lamb, Hazlitt, and DeQuincey) with attention to the historical and philosophical milieu.

ENG 365 - British Literature of the Twentieth Century (3)

Careful study of major poetry and prose (Thomas Hardy to the present) with attention to the historical and philosophical milieu. Selected critical literature integrated with text analysis.

ENG 370 - Twentieth-Century American Literature (3)

Close reading and critical study of selected works of major American poetry and prose of the twentieth century. Special attention to the characteristics and implications of realism, modernism, and postmodernism.

ENG 371 - American Renaissance (3)

Study of major writers in the period 1830 to 1870 with attention to Emersonian transcendentalism as evidenced in his own work and as it influenced in varied ways the aesthetics and practices of Thoreau, Hawthorne, Melville, and Whitman.

ENG 372 - Hawthorne (3)

Study of Hawthorne--the man, his times, his aesthetics, and his works--centered on his American Notebooks, his short stories and essays, and a selection of his novels, including *The Scarlet Letter* and *The Marble Faun*.

ENG 373 - American Short Fiction (3)

Study of the development of the American short story from Irving, Hawthorne, and Poe through local color writers, experimentalists, James, realists, and naturalists to the great variety of current practices.

ENG 374 - American Poetry (3)

A chronological study of a selection of classic American poets from Bradstreet and Taylor through Eliot and Frost, concluding with study of a large number of recent and current poets.

ENG 391L - Directed Studies in English (1 to 2)

Prepares students to perform basic research using Off Campus Library Services (OCLS), electronic periodical indexes, and information resources. Students will identify and select appropriate material for inclusion in a college level research project which will be submitted at the conclusion of the course. (1 or 2 credit hours)

ENG 399H - Honors Thesis/Project (3)

Students will work under a faculty mentor in their major and in cooperation with an Honors College advisor, producing a research thesis or creative project.

ENG 383TE - Senior High/Junior High/Middle School Practicum - Teaching English (3)

Observation and participation in a public/private school classroom. Under the direction of an identified supervising teacher, with university-provided supervision in the endorsement or minor area and at the level appropriate to the area, and in an accredited school within the state of Indiana. (Should be taken in the semester immediately preceding student teaching.) Prerequisites: EDU-382 and Admission to the Teacher Education Program.

ENG 430 - Contemporary Literature (3)

A careful study of selected literature by contemporary American and/or British authors. Selections may include short stories, poetry, drama, and the novel. Focus is on both artistry of language and on the impact of the author's thinking on contemporary culture. Literature includes major selections from minority authors.

ENG 440 - Literary Criticism (3)

A study of historical and contemporary theories of criticism, from Plato and Aristotle through New Criticism, structuralism, deconstruction, New Historicism, and other modern approaches. Theory is applied to selected works to test contribution and validity and to aid students in developing an eclectic and valid theory of their own.

ENG 455 - Approaches to Modern English Grammar (3)

Intensive linguistical study of the grammars of modern English.

ENG 462 - Milton (3)

Close reading of complete text of *Paradise Lost* and other works. Analysis will give attention both to the religio-political environment of the English Civil War and Commonwealth and to Milton's special place as a Renaissance and Reformation man who belongs to the small circle of great epic writers.

ENG 466 - Chaucer (3)

A literary and linguistical study of Chaucer's work, including *The Canterbury Tales* (read in Middle English). Focuses on Chaucer's themes, era, and style, and on the semantics, phonology, morphology, and syntax of Middle English.

ENG 468 - Pre-Twentieth Century British Literature - Advanced Study (3)

Designed to provide an occasional course emphasizing a specific author or group of authors for advanced students. Examples: a study in Walter Scott, Charlotte Bronte, or Charles Dickens. Selected critical literature integrated with text analysis. May be repeated under different authors.

ENG 469 - Post-1900 British Literature - Advanced Study (3)

Designed to provide an occasional course emphasizing a specific author or group of authors for advanced students. Examples: T.S. Eliot, William Butler Yeats, or World War I poets.

ENG 475 - Independent Learning in English Literature (1 to 3)

Independent study (directed by faculty) in a focused area of British or American literature. Prerequisite: Permission of Division.

ENG 476 - American Literature to 1830 (3)

A study of "firsts"--reading in Colonial writings, including voyage and travel logs, polemical works, sermons, histories, biographies, diaries, journals, almanacs, and poetry, followed by study of the independence documents and the beginnings of belles letters: Romantic poetry, essay, short story, drama, and novel.

ENG 477 - Melville (3)

Intensive study of Melville's work from *Typee* to *Mardi* to *Moby Dick* to *Billy Budd*. His milieu, his friendship with Hawthorne, his aesthetics, his life revealed in *The Melville Log*, are considered in relation to his work, but the emphasis is on critical reading of five novels.

ENG 478 - Pre-Twentieth Century American Literature - Advanced Study (3)

Designed to provide an occasional course emphasizing a specific author or group of authors for advanced students. Offered as a study in Mark Twain, a study in Henry James, a study in Longfellow/Lowell/Holmes. May be repeated under different topics.

ENG 479 - Post-1900 American Literature - Advanced Study (3)

Designed to provide an occasional course emphasizing a specific author or group of authors for advanced students. Offered as a study in Robert Frost, modern novelists, and postmodern retellings. May be repeated under different topics.

ENG 481 - English Capstone (3)

Leads English majors in a culminating experience of literary analysis. Through class discussion, reading, research, writing, and portfolio development, students will review explorations and connections made in their IWU coursework and then cast a vision for how they might implement what they have learned into constructive life skills.

ENG 490 - Literature in Cultural Diversity (3)

A careful study of selected literature focused on culture and diversity issues that deal with such topics as "ethnic Literature," "Racial Identity and Literature," "Social Construction of Race," "Religion and Culture," and "Age, Identity, and Coming of Age Literature." Focus is on both artistry of language and on the impact of the authors' portrayal of racial and cultural issues.

ENG 495 - Literature in Gender Diversity (3)

A careful study of selected literature focused on gender issues dealing with such topics as "Women and Literature," "Sexual Identity and Literature", and "Social Construction of Gender." Focus is on both artistry of language and on the impact of the authors' portrayal of gender issues.

ENG 499 - English Honors (1 to 3)

An intensive, individually-designed independent study in language, literature, or writing. Prerequisite: Junior or senior standing with a 3.0 grade-point average. Permission of Division.

ENG 475CC - Global Studies Program (1 to 4)**ENG 499CC - Global Studies Program (1 to 6)****ENG 520 - Workplace Writing (3)**

This course is designed to give students working knowledge of the skills needed to successfully write in the workplace. Students will explore research processes, analyze types of research, and gain valuable knowledge of various writing techniques. Students will also learn various documentation techniques and develop templates for standardized communication.

ENG 525 - Academic Composition (3)

Academic Composition is a hands-on, how-to, writing course that enables students to exercise composition skills within the context of traditional rhetorical study as well as contemporary, graduate-level tasks such as creating a book review, an annotated bibliography, and a research essay. Initially, students will grapple with the premise that the key to composition is to properly understand the relationship of words within sentences. Since no single style, tone, or writing strategy applies to every situation, students will begin by imitating a variety of forms of writing, then move toward applying those forms to several academic circumstances, including publication.

ENG 530 - Christian Literature (3)

ENG 530 examines the theme of "life as a journey of discovery," as revealed by various authors from a variety of periods in literary works reflecting a Christian perspective. The course also emphasizes writing skills and the ability to construct well-reasoned, well-supported interpretive essays. Students are expected to develop their own written interpretation in journal responses to some of the literary works. Moreover, students should be able to apply what they discover in reading and discussing literature to their personal lives, in light of their ongoing "journey of discovery," as they progress through life.

ENG 535 - Creative Writing (3)

Creative Writing is a discussion-based course, employing a writing workshop format, designed for students interested in enhancing their skills as writers, readers, and critics. The course provides students with the opportunity to express their ideas and to learn from and assist fellow writers in the class, thus demonstrating an understanding of the writing process. This course will focus on writing poetry, short fiction, and creative nonfiction in writing workshop settings. Students will discuss and analyze published literature along with work of fellow students, allowing them to provide and receive constructive criticism, while improving their creative writing skills.

ENG 540 - Fantasy Literature (3)

Writers, poets, and artists have explored the powers of the imagination for thousands of years. Even in our technologically advanced age, with its philosophical cynicism and spiritual skepticism, the imagination still fills us with awe and wonder. Nothing reveals this more than the ever-popular genre of fantasy literature. This course explores the literary features of fantasy literature, examining its spiritual significance and social function. The course examines the mythopoeic fantasy works of such figures as George MacDonald, J. R. R. Tolkien, and C. S. Lewis and explores other notable writers who have built upon this foundation.

ENG 545 - Methods of Teaching English to Adults (3)

This course examines how adults learn (andragogy) and strategies for teaching English to adult learners. Students will identify who adult learners are, explore theories on teaching adult learners, and research best practices for teaching English to adult learners in various settings.

ENS Environmental Sci Taylor**ENS 231T - Introduction to Environmental Science (4)****ENT - Entrepreneurship****ENT 340 - Entrepreneurship & New Venture Creation (3)**

Development and management of an entrepreneurial organization including pre-startup, startup, survival, growth, and the transition from entrepreneurial to professional management. Explain the function of entrepreneurship and corporate intrapreneurship. Students will review the entrepreneurial revolution, developing creativity and innovation, nonprofit entrepreneurship and developing the entrepreneurial plan. Prerequisite: Admission to the Business Division.

ENT 341 - Organizational Intrapreneurship (3)

This course focuses on the development of ideas within an organization and seeing those ideas become operational reality. Students will review the intrapreneurial process, identify opportunities, building the intrapreneurial foundation and learn how to deal with the challenges of being entrepreneurial within an organization all within the context of biblical principles. Prerequisite: Admission to the Business Division.

ENT 399 - Service Learning (3)

Service-Learning is an educational experience in which students participate in organized service activities that meet identified community and/or university needs. Prerequisite: Admission to the Business Division.

ENT 455 - Entrepreneurial Planning and Strategy (3)

This course is designed to provide the student with a practical understanding of the planning and strategy necessary to develop an entrepreneurial/intrapreneurial plan. Due to the requirements of the course, students should gain a practical understanding of how to biblically confront frustration, fear, and failure as they develop their entrepreneurial/intrapreneurial plan. The course will culminate in the development and presentation of an entrepreneurial or intrapreneurial plan. Prerequisites: Admission to the Business Division, ENT-340 and senior standing.

ENT 483 - Entrepreneurship Practicum (1 to 3)

An opportunity for advanced students to obtain valuable work experience and gain expertise in relating classroom material to actual business endeavor. A professional quality paper analyzing one or more business applications will be prepared under departmental faculty supervision.

FINA - Fine Arts**FINA 180 - Humanities Fine Arts (3)**

An integrated study of history and appreciation of art and music in Western culture from ancient times to present. (Part of the Humanities Core Curriculum.)

FINA 185 - Contemporary Art and Culture (3)

This course offers an understanding of the importance and impact of the arts and the outstanding artists of the modern era from the Christian point of view, teaching students to discern the message behind the forms. It also shows the relationship between the general spirit of culture and artistic expression. Not open to students with credit in FINA-180.

FINA 293 - Introduction to Humanities (1)

This course is an introduction to humanities including various eras of historic artistic activity by recognizing and describing foundational music and visual art elements among selected historic examples. With an emphasis on developing an aesthetic capacity, the student will learn to critically perceive the meanings, inspirations, and values associated with music and art as

filtered by the cultural conditions under which they were created. Particular emphasis is placed on how art influenced the development of Christianity in Western society with application for the present.

FINA 294 - Fine Arts Appreciation (2)

In this course, you will be introduced to the discipline of connoisseurship in learning to appreciate historic fine art. By surveying various time periods of artistic activity in Western culture, you will learn to describe the unique stylistic characteristics of fine art among various forms and genres. Included will be biographical studies of leading artists and musicians associated with selected historic eras. With an emphasis on developing your aesthetic capacity, you will learn to write critical reviews of music and art as well. The expression of Christian beliefs and values in fine art will be reviewed as it contributes to the development of faith yet today.

FINA 391 - Directed Studies in Fine Arts (1 to 2)

This course prepares students to perform basic research in which they learn to use Off Campus Library Services (OCLS), electronic periodical indexes, and information resources. Students will identify and select appropriate material for inclusion in a college level research project which will be submitted at the conclusion of the course.

FINC - Finance

FINC 520 - Foundations of Financial Planning (3)

The course examines the foundational principles of financial planning including the financial planning process, the CFP Code of Ethics, financial and cash flow statements, financial institutions and services, financing strategies, economic concepts, and the impact of business and consumer protection law. Throughout this course, the student will integrate biblical wisdom into the foundations of personal financial planning.

FINC 521 - Risk Management (3)

This course focuses on the practice of risk management through the use of insurance. Topics include principles of risk and insurance, analysis and evaluation of risk exposure, health and health care cost management, disability income insurance, long-term care insurance, life insurance, taxation of life insurance, business uses of insurance, insurance needs analysis, and insurance company and policy selection. Throughout this course, students will integrate biblical principles into risk management.

FINC 522 - Investment Planning (3)

The course focuses on the investment planning. Topics include the characteristics, returns, and risks of investment vehicles, various quantitative measures used in evaluating investments, client portfolios formulation, evaluation of investment strategies and diversification of asset allocations. Throughout the course, the student will develop a comprehensive, biblical perspective of investing.

FINC 523 - Income Tax Planning (3)

This course examines the income tax system for individuals, trusts, estates, and business entities. Students will study income tax law fundamentals and calculations, tax compliance, basis, Alternate Minimum Tax, tax reduction management techniques, passive activity, at-risk rules, tax implications of special circumstances, and charitable contributions. Throughout this course, students interpret taxes using biblical principles.

FINC 524 - Retirement Planning and Employee Benefits (3)

The course focuses on analyzing client retirement needs, differentiating between retirement plans, evaluating the rules and tax implications of retirement plans, applying the Social Security system to the financial planning process, recommending retirement plans for businesses, and selecting suitable client investments. Throughout this course, the student will develop a comprehensive, biblical perspective of retirement.

FINC 525 - Accounting and Finance for Managers (3)

This course entails the application of accounting concepts, financial information, and analytical tools for managerial decision making. Students will acquire a basic understanding of generally accepted accounting principles, use financial ratios and other methods to analyze financial statements, project cash flows, and perform time value of money calculations. They will gain knowledge for managing business budgets and use risk adjusted techniques to evaluate international market prices of stocks and bonds.

FINC 526 - Financial Plan Development (3)

This course synthesizes the principles and practices of financial planning. Students will develop a comprehensive financial plan that considers the fundamentals of financial planning, risk management, income tax, retirement, employee benefits, investment, and estate planning. Students will also integrate biblical principles of leadership, discipleship, stewardship, decision-making, question-asking and goal-setting involved in the financial planning process.

FINC 527 - Estate Planning and Wealth Transfer (3)

This course focuses on the components of estate planning which include property titling mechanisms, tax implications, types of trusts, wealth transfer strategies, and postmortem estate planning techniques. Throughout the course, the student will develop a comprehensive, biblical perspective of estate planning.

FINC 530 - Applied Managerial Finance (3)

In this course, the student will study the discipline of financial management by calculating and interpreting capital budgeting methodologies, formulating and analyzing the required rate of return on capital, designing and managing the optimal capital structure for an organization, determining an appropriate dividend policy, creating appropriate short term financing and working capital strategies, and evaluating domestic and global merger and acquisition opportunities including takeover and antitrust strategies. The student will integrate a biblical and ethical framework to help guide financial management decision-making. Prerequisite: FINC-525

FIN - Finance**FIN 210 - Managerial Finance (3)**

A study of the four functions of managerial finance: the capital budgeting decision process, capital structure decision process, evaluation and control of long-range financial decisions, and working capital management. The impact of these financial decisions on the firm's risk level is analyzed. Prerequisite: BUS-100 and ACC-201 or Admission to the CAPS BSA or BSBA program.

FIN 250 - Personal and Family Finance (3)

A general course dealing with the problems of the consumer in the American economic system; a practical study of personal consumption, buying habits, health and medical care, and housing; an introduction to investment; an introduction to insurance. No prerequisite.

FIN 310 - Financial Decisions for Managers (3)

During this course students will learn to interpret financial statements used to make informed business decisions while demonstrating a working knowledge of financial markets, institutions, and investment banking. Financial assets will be evaluated from a biblical perspective as the student integrates the time value of money, risk return considerations, and the cost of capital into capital investment decisions and capital budgeting.

FIN 330 - Investments (3)

A study of the investment alternatives available to individual and institutional investors. Emphasis is placed on stocks, bonds, mutual funds, and money market securities. The student's risk preferences and the risk level of investment alternatives are analyzed. Prerequisites: FIN-210 and Admission to the Business Division.

FIN 383 - Real Estate Investment and Marketing (3)

This course introduces students to the varied ownership and leasehold interests available in real estate. In addition, students are introduced to mechanisms which are used to handle the legal issues associated with real estate; methods for marketing real estate; approaches available for the financing of real estate; and the systems used for managing real estate assets. The keys to successful negotiation are integrated throughout the course. The emphasis is on residential real estate, but commercial real estate development is covered as well. Prerequisites: FIN-210 and Admission to the Business Division.

FIN 384 - Finance Practicum (1 to 3)

An opportunity for advanced students to obtain valuable work experience and gain expertise in relating classroom material to actual business endeavor. A professional-quality paper analyzing one or more business applications will be prepared under departmental faculty supervision. Prerequisites: FIN-210 and Admission to the Business Division.

FIN 399 - Service Learning (3)

Service-Learning is an educational experience in which students participate in organized service activities that meet identified community and/or university needs. Prerequisite: Admission to the Business Division

FIN 430 - Investment Management (3)

An examination of additional investment alternatives available to individual and institutional investors including options, futures, and convertible securities. Technical analysis and portfolio management theory are examined. Prerequisites: ACC-201, ACC-202, BUS-100, ECO-211, ECO-212, FIN-340, and the appropriate major area gateway course(s).

FIN 440 - Financial Management (3)

An examination of capital budgeting under uncertainty, the capital asset pricing model, lease versus buy decisions, and mergers and acquisitions. The impact of these financial decisions on the firm's risk level is analyzed. Prerequisites: FIN-210 and Admission to the Business Division.

FIN 450 - Investment Services: Series 7 (3)

This course is designed to move beyond a basic understanding of investment vehicles and focuses on using these vehicles in the area of financial planning for the present as well as for the future. Retirement and estate planning, legal considerations of investment vehicles, and an in depth understanding of various investment classes are only a few of the topics considered. A student who successfully completes this class should be well prepared to take the Series 7 brokerage licensing examination. Prerequisites: FIN-330 and Admission to the Business Division.

FIN 474 - Independent Learning in Finance (1 to 3)

An opportunity for advanced students to pursue further study in a finance field of interest in which they have exhausted catalog offerings. Prerequisites: FIN-210 and Admission to the Business Division.

FIN 499 - Finance Seminar - Presentation (1)

A seminar course intended to develop the senior finance major's professional presentation skills as he/she prepares and delivers the results of the research in FIN-498 from the previous semester. Prerequisite: FIN-498.

FRE - French

FRE 117 - Beginning French I (3)

Designed to introduce the receptive and expressive skills in the use of the French language. All four language skills receive attention. Language laboratory required.

FRE 118 - Beginning French II (3)

Designed to develop the receptive and expressive skills in the use of the French language. All four language skills receive attention. Language laboratory required. Prerequisite: FRE-117 or equivalent.

FRE 237 - Intermediate French I (3)

A general review and continued development of the four language skills. Language laboratory required. Prerequisites: FRE-117 and FRE-118 or equivalent.

FRE 238 - Intermediate French II (3)

Continued development of the four language skills through intermediate mastery. Language laboratory required. Prerequisites: FRE-117, FRE-118, and FRE-237 or equivalent.

FRE 350 - Advanced Topics in French (1 to 3)

Independent study or arranged focused exploration. Private lesson fee may be charged. May be repeated. Prerequisite: FRE-236 or equivalent.

GEN - General Education

GEN 101 - College Reading Skills (1) (1)

College Reading Skills 1 (based on interventions from MyReadingLab? offered by Pearson) provides students with comprehensive skills development for sophisticated word and text analysis which builds college-level reading ability, improved comprehension skills, enriched vocabulary, and increased reading speed.

GEN 102 - College Reading Skills (2) (1)

College Reading Skills 2 (based on interventions from Word Workshop? provided by Teaching Basics) provides students with comprehensive skills development for sophisticated word and text analysis which builds college-level reading ability, improved comprehension skills, enriched vocabulary, and increased reading speed.

GEN 103 - College Reading Skills (3) (1)

College Reading Skills 3 (based on intervention components from MyReadingLab? and Word Workshop?) provides students with comprehensive skills development for sophisticated word and text analysis which builds college-level reading ability, improved comprehension skills, enriched vocabulary, and increased reading speed.

GEN 111 - Foundations of Lifelong Learning (3)

This course will enhance the student's personal effectiveness and capacity for lifelong learning through the development of professional and academic skills such as: writing conventions, critical thinking, ethical practice, and information literacy.

GEO - Geography

GEO 201 - Physical Geography (3)

A basic study of the content and objectives of geography from a topical view. Includes a consideration of the basic elements of geography from the physical and cultural setting. Not open to the student who has credit in EAR-130.

GEO 202 - Political and Cultural Geography (3)

An historical, cultural, and regional approach to the study of contemporary world geography. A consideration of individual countries and their problems as related to their physical and cultural environments. Meets General Education Intercultural Experience requirement but does not meet General Education Social Science requirement. Gives credit for geography or for majors in Political Science.

GNUR - Graduate Nursing

GNUR 501 - Evidence Based Communication (3)

Prepares the graduate nursing student to demonstrate advanced writing skills in written communication and formal research coursework.

GNUR 505 - Advanced Nursing Seminar (3)

Provides students with an understanding of the Graduate Nursing Program (GNUR) and the mission of Indiana Wesleyan University, expectations of graduate level education, policies, and available student services. Students will also begin a personal and professional integration of evidence-based practice.

GNUR 507 - Introduction to Nursing Administration (3)

This course will provide an introduction to the Master of Science in Nursing (MSN) Administration degree with an overarching Christian worldview. Management and business theory/practice, orientation to IWU, MSN administration resources, MSN research process, time management principles, and overall online success techniques will be emphasized.

GNUR 509 - Interdisciplinary Professional Development (3)

Collaboration across the disciplines in health care will be a major focus for this course. The development of systems and processes to become an effective nurse leader will be pursued.

GNUR 510 - Theoretical Foundations for Advanced Nursing Practice (2)

Explores the philosophical and theoretical foundations for nursing practice. Interrelationships among nursing theory, research, and practice are emphasized. Focuses on the critique, evaluation, and utilization of nursing and other relevant theories. Includes an evaluation of nursing theories in relationship to a biblical worldview.

GNUR 512 - Theoretical Perspectives for the Nurse Educator (4)

Explores the philosophical and theoretical foundations for nursing practice. Interrelationships between nursing theory, research, and practice are stressed. Emphasis is placed on the critique, evaluation, and utilization of nursing, education, and other relevant theories for application in nursing education. Nursing theories are evaluated from a biblical worldview. Competencies required for scholarly work will be included, and a system established to demonstrate accomplishment of progressive outcomes across the graduate program.

GNUR 513A - Professional Development for Advanced Practice - A (1)

This course establishes the process by which students demonstrate that they have met the objectives and outcomes of the graduate nursing program. To satisfy completion of program requirements students must assemble evidence that they have acquired the knowledge, dispositions, and skills that will enable them to become "Agents of Change" in advanced nursing practice. Prerequisite: GNUR-505

GNUR 513B - Professional Development for Advanced Practice - B (1)

This course establishes the process by which students demonstrate that they have met the objectives and outcomes of the graduate nursing program. To satisfy completion of program requirements students must assemble evidence that they have acquired the knowledge, dispositions, and skills that will enable them to become "Agents of Change" in advanced nursing practice. Prerequisite: GNUR-590.

GNUR 521 - Trends and Issues in Advanced Practice Nursing (2)

Analyzes the impact of contemporary issues on health care and advanced practice nursing in diverse settings, integrating biblical Christian perspectives.

GNUR 523 - Foundations of Adult Education (3)

Examines various adult education and learning theories with application to learning and management within diverse health care environments.

GNUR 525 - Ethics and Health Policy (3)

This course emphasizes ethical decision making in the stewardship of resources and the process of implementing change in health policy in institutional, community, and cross-cultural settings. Prerequisite: GNUR-513A.

GNUR 526 - Applied Research (4)

This course lays the foundation for the final research project. Introduces the relationship of theory-research-practice and emphasizes conceptual understanding and practical application of design, methodology and analysis to an identified problem. The incorporation of Christ's compassion and integrity from a global perspective is introduced as an integral part of the research process. Prerequisite: GNUR-528

GNUR 528 - Biostatistics and Epidemiology (3)

Focuses on examination and application of statistical methods, research designs, and epidemiologic principles used in healthcare research. Application will be made to disease prevention and health promotion.

GNUR 530 - Utilization of Research for Evidence Based Practice (3)

Examination of the research process, statistical analysis, and evidence based practice with applicability to advanced nursing practice. Attention is given to critical research methods, analysis, and ethical aspects of scholarly inquiry. Emphasis on how research contributes to the development of nursing knowledge, improves nursing practice, supports the design of nursing systems, and enhances the education and professional accountability of nurses.

GNUR 544 - Health Policy: Process and Analysis (2)

Examines the process of public policy information in health care and provides techniques for analysis. The focus is on application of knowledge to specific health policy issues.

GNUR 557 - Ethics in Health Care (3)

Assists the student in applying ethical theories to decision-making within the scope of practice for nurse managers, educators and administrators in institutional, community, and cross-cultural settings. Students will develop an ethical decision-making model and an ethical code of conduct which is compatible with Christian values.

GNUR 559 - Research Methods (3)

Considers research in the field of nursing, health, and human services and the relationship of research to knowledge and practice, including cross-cultural research in national and international communities. Emphasizes conceptual understanding of design, methodology, and the development of a structural investigation of a problem. Prerequisite: GNUR-528.

GNUR 562 - Professional Role Development for the Nurse Educator (3)

Provides understanding of the professional role of the advanced practice nurse educator, including the ability to collaborate effectively in diverse interdisciplinary partnerships. Fosters professional role development necessary to provide leadership in the delivery of health care education. Prerequisite: Successful completion of all Core Courses.

GNUR 564 - Curriculum Design and Evaluation (4)

Prepares the graduate nursing education student to develop and revise curriculum in order to facilitate student learning and enhance program effectiveness.

GNUR 566 - Program Evaluation and Assessment (3)

Emphasizes the process of analysis and modification of educational programs to promote compliance with relevant standards, criteria for evaluation, and accountability. Prerequisite: GNUR-564.

GNUR 568 - Teaching and Learning Strategies (5)

Introduces the analysis and application of various teaching techniques and strategies in diverse learning settings. Students will explore various methods and theories of instructional assessment and classroom management. Prerequisite: GNUR-566

GNUR 569 - Advanced Nursing Instruction (5)

Provides the opportunity to partner with a professional educator to apply acquired knowledge and skills in a supervised educational setting. Prerequisite: GNUR-568.

GNUR 569C - Practicum Continuation (1 to 3)

Continued clinical experiences will occur providing an opportunity to partner with a nurse educator to apply acquired knowledge, skills, and dispositions in a supervised practicum setting. This course is a continuation of GNUR-569. Graded on a CR/NC basis.

GNUR 570 - Professional Role Development for the Nurse Administrator (3)

This course provides an understanding of the professional role of the nurse administrator, including the ability to collaborate effectively in diverse settings with interdisciplinary partnerships. Prepares the nurse administrator to lead and manage the administration of health care/services. Although various roles will be analyzed, an emphasis will be placed on the roles of educator, decision maker, and servant leader. Biblical perspectives will be integrated throughout the course. Prerequisite: Successful completion of all Core Courses.

GNUR 572 - Management of Health Care Delivery Systems (4)

Prepares the student to apply theoretical foundations of business, health law, marketing and human resources to the administration of health delivery systems. Prerequisite: GNUR-570.

GNUR 574 - Organizational Behavior (4)

Prepares the student to effectively apply organizational behavior theories and concepts in an administrative role. Biblical concepts will be integrated throughout the course material. Prerequisite: GNUR-572.

GNUR 576 - Organization and Finance of Health Care (4)

Prepares the student for efficient stewardship of resources and organizational management within diverse health care settings. Prerequisite: GNUR-574.

GNUR 578 - Advanced Nursing Management (5)

This course provides the opportunity to partner with a nurse manager/administrator to apply acquired knowledge, skills, and dispositions in a supervised practicum setting. A practicum project integrating administrative skills is required. Prerequisite: GNUR-576.

GNUR 578C - Practicum Continuation (1 to 3)

Continued clinical experiences will occur providing an opportunity to partner with a nurse manager administrator to apply acquired knowledge, skills, and dispositions in a supervised practicum setting. This course is a continuation of GNUR-578. Graded on a CR/NC basis.

GNUR 590 - Nursing Investigation (5)

Designs an applied nursing project for a specific educational, administrative, or primary care practice setting. Prerequisite: Successful completion of all courses.

GNUR 592 - Applied Nursing Capstone Project (3)

Conducts a structured investigation of a research problem pertinent to advanced practice nursing in an educational, administrative, or primary care practice setting. Prerequisite: Successful completion of all courses.

GNUR 595 - Nursing Investigation Continuation (1)

This course is a continuation of the process involved in completing the requirements for GNUR-590 Nursing Investigation. It is designed to assist students with making steady progress toward earning a Master of Science in Nursing degree. Students will prepare a plan of action, engage in regular discussions with faculty and fellow students, and submit a weekly progress report. Prerequisite: GNUR-590

00**GNUR ORE - Orientation (0)****GRE - Greek****GRE 101 - Greek As Exegetical Tool (3)**

The course teaches how to exegete Bible passages with the use of the Greek language tools. Discusses basics of the Greek language, the steps of exegesis, and the use of computer programs as aids. Student with credit in GRE-201 cannot receive credit for GRE-101.

GRE 201 - Beginning Greek I (3)

This course presents an overview of the categories of Koine Greek syntax with an emphasis on translation. With the help of Greek tools, students will acquire the basic translation skills needed to read the Greek New Testament.

GRE 202 - Beginning Greek II (3)

A continuation of GRE-201, this course assumes knowledge of basic Greek syntax and completes the student's knowledge of Greek forms and basic vocabulary, diminishing the need for auxiliary aids in translation. Prerequisite: GRE-201.

GRE 422 - Greek Bible (3)

A study of selected New Testament passages in the original Greek. This course expands vocabulary and builds depth in one's understanding of Greek morphology, syntax, and semantics. Prerequisite: Beginning Greek competence or permission of department. Can be repeated.

GRE 475 - Independent Learning-Greek (1 to 3)

Individually arranged reading, research, and issues relating to the Greek language. Prerequisite: GRE-201, GRE-202 or its equivalent.

GRE 505 - Greek As an Exegetical Tool (3)

This course teaches the fundamentals of biblical Greek, the use of linguistic tools, and the steps to produce an exegesis of a New Testament passage.

GRE 521 - Intermediate Greek I (3)

The study of intermediate Greek grammar through the reading and exegesis of selected New Testament passages. Prerequisites: GRE-201 and GRE-202. (Biblical)

GRE 522 - Intermediate Greek II (3)

Intermediate Greek - second semester. See GRE-521. (Biblical) Prerequisite: GRE-521.

HBR - Hebrew**HBR 201 - Beginning Hebrew I (3)**

An introduction to biblical Hebrew designed to give the student sufficient knowledge of the grammar and tools available to be able to do basic study of the Hebrew Bible in the original language.

HBR 202 - Beginning Hebrew II (3)

A continuation of HBR-201, this course attempts to complete the student's knowledge of basic Hebrew grammar and vocabulary. At the end of the first year the student should be able to translate from the original text with some basic proficiency. Prerequisite: HBR-201.

HBR 422 - Hebrew Bible (3)

A study of selected Old Testament passages in the original Hebrew. This course expands vocabulary and builds depth in one's understanding of Hebrew morphology, syntax, and semantics. Prerequisite: HBR-202 or permission of division. Can be repeated.

HBR 475 - Independent Learning-Hebrew (1 to 3)

Individually arranged reading, research, and issues relating to the Hebrew language. Prerequisite: HBR-201, HBR-202 or its equivalent.

HBR 520 - Beginning Hebrew I (3)

An introduction to biblical Hebrew designed to give the student sufficient knowledge of the grammar and tools available to be able to do basic study of the Hebrew Bible in the original language.

HBR 521 - Beginning Hebrew II (3)

A continuation of HBR-520, this course attempts to complete the student's knowledge of basic Hebrew grammar and vocabulary. The student will also gain proficiency in exegetical study from the Hebrew Bible. Prerequisite: HBR-520.

HCAD - Health Care Administration**HCAD 510 - Healthcare Issues (3)**

Students in this course will assess the impact of healthcare trends and issues on the organization's people, performance and policies, evaluate programs for strategic alignment with current trends and issues, and distinguish the various types of healthcare systems. Students will evaluate the various organizations that provide professional development, peer support, and continuing education, and determine present healthcare issues through research using scholarly sources. A Christian worldview of the ethical obligations of healthcare providers and institutions will be integrated and communicated throughout the course.

HCAD 511 - Healthcare Governance and Organizational Structure (3)

Students in this course will analyze governance structures and performance outcomes for alignment with mission, vision, values, and goals and select the appropriate legal structure for specific healthcare organizations. Students will analyze the policies, marketplace dynamics, and standards of the healthcare industry on organizational governance and structures, assess the influence of governance systems on human resource policies, and design personnel structures in relationship to the governing body and facility operations. The roles, responsibilities, and relationships among executive management and the governing body will be evaluated from a biblical worldview.

HCAD 512 - Healthcare Finance (3)

Students in this course will evaluate investment opportunities using various measurements of financial risks and rates of return, determine appropriate financing options for capital acquisitions, and create strategic financing plans for projects using capital budgeting and risk analysis techniques. Students will assess third party payer systems and reimbursement methods, analyze cost measurement and allocation processes, and determine the organization's financial condition and potential for the future. A biblical worldview will be integrated throughout the course.

HCAD 513 - Healthcare Principles and Policies (3)

Students in this course will evaluate the political and legal process through which public health problems are addressed, assess the role of culture and patient choice in the creation of health policies, and analyze the financing and policies of long-term care for the aged and disabled. Students will design policies based on scholarly research methods that address community and national health needs in the context of economic health and stewardship. A biblical worldview will be integrated into ethical and professional principles throughout the course.

HCAD 514 - Healthcare Technology and Information Management (3)

Students in this course will assess an organization's technology security systems in view of HIPPA and governmental policies, evaluate technology trends and clinical applications to determine the potential problems and opportunities for the organization, and recommend health information systems in order to meet organizational objectives. Students will develop crisis management and technology lifecycle implementation plans. A biblical worldview will be integrated throughout the course.

HCAD 515 - Healthcare Strategic Development (3)

Students in this course will evaluate the factors in the healthcare environment that impact strategy and integrate the functions of a healthcare organization into a strategic development framework that creates value and ensures sustainable organizational success. Students will apply critical thinking to the analysis and evaluation of health care from a strategic perspective, evaluate the role of social responsibility in creating value for stakeholders, and formulate operational strategies that promote continuous performance and process improvements. Biblically based policies and ethical strategies will be developed and evaluated throughout the course.

HCAD 590 - Healthcare Administration Capstone (3)

This course presents opportunities for students to demonstrate an integrated understanding of best practice healthcare administration policies and principles, as well as biblical and ethical standards. Students will complete a previously approved project that involves a healthcare product, service, or organizational unit as the focus for revising policy, procedure, or practice. Working in close consultation with the course instructor, students will formulate and defend a plan of action for the identified policy, procedure, or practice and prepare a formal presentation of the completed project. Prerequisite: successful completion of all core courses

HCA - Healthcare Administration**HCA 310 - Healthcare Management and Leadership (3)**

Students in this course will distinguish managerial concepts and practices as they apply to a variety of healthcare organizations, compare and contrast governance, strategy, structure, firm conduct, and performance across different types of health organizations (hospitals, clinics, physician practices, long term care, etc.), and create a culture of continuous improvement. Students will demonstrate leadership that creates a vision for all organizational stakeholders and integrate managerial principles to resolve problems and opportunities and achieve efficient and effective operation. The course will focus on synthesizing leadership and managerial skills necessary for change management implementation while integrating a biblical framework into managerial decision-making.

HCA 320 - Ethical Decision-Making for Healthcare Administrators (3)

Students in this course will establish biblically consistent policies and procedures that respect human dignity and patient wishes in end of life situations, ethically prioritize decisions concerning patients receiving scarce or expensive medical procedures, and evaluate medical information security for compliance with ethical and legal standards. Students will integrate a biblical perspective into policies and procedures that guide medical research, experimentation, and healthcare delivery. Students will design networks that support effective and ethical patient-provider relationships.

HCA 330 - Technology and Information Systems for Health Care (3)

Students in this course will assess an organization's technology security systems in view of HIPPA and governmental policies, evaluate technology trends and clinical applications to determine the potential solutions for problems and opportunities for the organization, and analyze health information systems for compliance to organizational objectives. Students will assess crisis management plans and implement technology and information system modifications. A biblical worldview will be integrated throughout the course.

HCA 340 - Governance and Organizational Structures In Health Care (3)

Students in this course will analyze governance structures and performance outcomes for alignment with mission, vision, values, and goals, and identify the impact of changing regulatory policies, marketplace dynamics, and standards of the healthcare industry on organizational governance and structures. Students will analyze the impact of different legal structures on a specific healthcare provider, recognize the influence of governance systems on human resource policies, and analyze personnel structures in relationship to the governing body and facility operations. The roles, responsibilities, and relationships among executive management and the governing body will be evaluated from a biblical worldview.

HCA 410 - Healthcare Principles and Policies (3)

Students in this course will identify the political and legal procedures through which public health problems are addressed, assess the role of culture and patient choice in the creation of health policies, and analyze the public and personal cost implications of various healthcare policies. Students will determine effective procedures for the implementation of policy decisions and assess policies that address community and national health needs in the context of economic health and stewardship. A biblical worldview will be integrated into ethical and professional principles throughout the course.

HCA 420 - Finance for Healthcare Administrators (3)

Students in this course will evaluate the current system of financing health care and the factors affecting it, analyze cost measurement and allocation processes, and determine the organization's financial condition and potential for the future. Students will analyze budgetary concepts and the differences between the goods and service industries and determine the pros and cons of single payer vs. third party systems. A biblical worldview will be integrated throughout the course.

HCA 430 - Issues for Healthcare Administrators (3)

Students in this course will assess the healthcare delivery system, the resources that comprise it, and its strengths and weaknesses. Students will identify the components of public health and epidemiology, and the availability and role of alternative medicine in treatment programs. Students will determine the theoretical basis for the healthcare system, including its history, development, and epidemiology for major health policy issues, and assess health issues and intervention strategies from the perspective of health providers, community leaders, and community residents within a biblical worldview framework. Students will demonstrate methodological skills including the calculation of rates, analysis of vital statistics, and programming data using a basic statistical package and distinguish the challenges for privacy and patient rights resulting from increasing use of technology within the healthcare industry.

HCA 440 - Quality and Project Decision-Making for Managers (3)

Students in this course will evaluate quality improvement programs and project management concepts, including planning elements, for adaptability to the healthcare environment. Students will compare and contrast the reliability and validity of various outcomes assessment tools from both the patient and organizational perspectives. Students will examine from a biblical framework the critical decisions managers make when placed in a project management role.

HCA 450 - Strategy Development for Healthcare Administration (3)

Students in this course will analyze the factors in the healthcare environment that impact strategy and evaluate the functions of a healthcare organization in terms of a strategic development framework that creates value and ensures sustainable organizational success. Students will apply critical thinking to the analysis and evaluation of healthcare from a strategic perspective, compare and contrast the role of social responsibility in creating value for stakeholders, and analyze operational strategies that promote continuous performance and process improvements. Biblically based policies and ethical strategies will be developed and evaluated throughout the course.

HCA 490 - Capstone Project for Healthcare Administrators (3)

This course presents opportunities for students to evaluate solutions and strategies for complex business problems and opportunities within the health care industry, evaluate personal management capabilities and design a plan for lifelong growth, and integrate critical analysis with healthcare administration disciplines. Students will synthesize ethical standards in decision

making and strategy development, create appropriate communication strategies to achieve organizational goals, and integrate a biblical framework into the practice and standards that guides interactions within the healthcare industry. The assessment of technologies for implementation in healthcare organizations will be featured throughout the course.

HCM - Health Care Management

HCM 549 - Health Care Systems (3)

This course provides an introduction to the basic concepts and principles of organization and management relevant to our dynamic national health care systems. Emphasis will be placed on the delivery, access, and quality of services. Medical technology, professional roles, and both inpatient and outpatient services are discussed.

HCM 552 - Health Care Policy (3)

This course explores the role and manner in which both state and federal government regulatory mechanisms affect the administration of health services organizations. The legal and ethical environment will be examined as well as the influence that special interest groups play.

HCM 554 - Health Care Finance (3)

This course provides an overview of the health care financial issues and explores the current financial climate. Issues in reimbursement structures, regulatory mechanisms, and cost controls are discussed. Not for profit financial statements and annual audits are reviewed and analyzed.

HCM 556 - Health Care Issues (3)

This course enables students to analyze organizational issues and strengthen their management skills. It discusses the management challenges in the areas of product definition, market approaches, quality control and accountability. Also included are managing diversity, team processes, change theory, process redesign, and quality assessment.

HMSR - Human Services

HMSR 220 - Interview Skills in Human Services (3)

This course provides interpersonal skill development with an emphasis on ethical behavior for students who are planning to work in social service organizations.

HMSR 340 - Advocacy in Human Services (3)

Understanding the biblical principles of caring for others, this class will focus on the evaluation and advocacy of services to meet the needs at the individual, family, and community levels. Prerequisites: HMSR-220 or equivalent, PSY-250, and CRJ-268

HMSR 350 - Systems of Social Change (3)

This course will focus on the systems and the protocol that create social change for those who are un/under-served in society. Prerequisite: SOC-210

HMSR 420 - Program Planning and Evaluation in Human Services (3)

This class will focus on skills necessary for matching the needs of a community with available resources as well as the effectiveness of services rendered. Prerequisite: MAT-112

HMSR 430 - Administration in Human Services (3)

This class will focus on the leadership and management of human and fiduciary resources utilized in social service organizations. Prerequisite: HMSR-420

HMSR 490 - Capstone in Human Services (3)

This course serves as the culminating experience of students enrolled in the Human Services program. It emphasizes skills utilized to assess and implement programs in social services organizations. Prerequisites: HMSR-340, HMSR-350, HMSR-420, HMSR-430

HNR - Honors College

HNR 100 - Honors College Forum (0 to 1)

This course exposes students to a broad range of cultural and intellectual experiences in order to enrich their liberal arts foundation and to help develop as Christian agents of discernment in our society and culture. The Honors College will assemble a diverse schedule of events each semester in the arts, humanities, social sciences, natural sciences, and religion. Students will be challenged to reflect critically on the meaning and significance of such events within our contemporary social and cultural contexts and in the light of the Christian faith. This course is limited to Honors College students and may be repeated up to 8 hours. Graded on a CR/NC basis.

HNR 130 - Honors Practicum in Christian Calling I: Practices of the Faithful - Called To Love (0 to 1)

"Practices of the Faithful - Called to Love" explores many of the Christian practices - such as Sabbath-keeping, prayer, service, and study of Scripture - through which God has sustained faithful Christians across the centuries. Students engage in each practice that is discussed and reflect on the role of Christian practices in their own life calling as participants in God's Love. HNR 130 also assists incoming freshmen with the college transition. Reserved for freshmen in the John Wesley Honors College.

HNR 135 - Honors Practicum Christian Calling II: Practices of the Faithful - Called To Create (0 to 1)

"Practices of the Faithful - Called to Create" continues to explore Christian practices through which God has sustained faithful Christians across the centuries, paying particular attention to those that redeem the imagination and cultivate students' creativity as image bearers of God and as part of their life calling.

HNR 170 - LLLC Seminar I: What Is Truth? (3)

Liberal Learning and Life Calling Seminars are interdisciplinary studies of the foundational questions intrinsic to human existence. Each seminar explores the nature and significance of one of these questions: most fundamentally, within the framework of historic Christian theology and practice, but also in the light of various relevant academic disciplines and contemporary ideologies. The ultimate goal of the seminars is to equip students to better understand the meaning and purpose of life by cultivating an historic Christian vision of human flourishing and the capacity to discern how this vision relates to competing conceptions of human existence. HNR170 focuses on the most central of these foundational questions: 'what is truth?' As the gateway course for the LLLC Seminars, HNR170 introduces students to the nature and purpose of a Christianity, and helps them to understand their lives within the context of a kingdom-of-God calling that thoroughly integrates intellectual, moral, and spiritual formation. Reserved for students in the John Wesley Honors College.

HNR 175 - Liberal Learning and Life Calling Seminar II: What Is Beauty? (3)

Liberal Learning and Life Calling Seminars are interdisciplinary studies of the foundational questions intrinsic to human existence. Each seminar explores the nature and significance of one of these questions most fundamentally, within the framework of historic Christian theology and practice, but also in the light of various relevant academic disciplines and contemporary ideologies. The ultimate goal of the seminars is to equip students to better understand the meaning and purpose of life by cultivating an historic Christian vision of human flourishing and the capacity to discern how this vision relates to competing conceptions of human existence. HNR-175 explores the nature of beauty in light of God's character, His created order, and humanity's participation in divine creativity. Prerequisite: HNR-170.

HNR 180 - Foundations of Christian Tradition (3)

This course is an introduction to the meaning and significance of the Christian canon of Scripture. Students will learn how to read and interpret Scripture as the heart of the historic Christian tradition, attentive to the interpretive wisdom that the Body of Christ has cultivated over the centuries. After an historical study of the formation of the Christian canon, an overview of various unifying theological themes in the Old and New Testaments, and an introduction to the history of Scriptural exegesis from the early Church to modern biblical criticism, students will be instructed in the exegetical process and will be required to demonstrate their learning in the production of an exegetical work. Reserved for students in the John Wesley Honors College.

HNR 185 - Rhetoric and the Sacramental Imagination (3)

HNR-185 develops a student's written literacy through practiced writing, dialogue, and critical thought. Using some of the best Christian fiction and nonfiction prose as a gateway for all writing assignments, this course explores how one's imaginative and rational thought intersect to shape one's vision of beauty, goodness, and truth. The classroom activities and writing assignments will develop a student's skills in expressive, expository, and research writing through an understanding and implementation of

various writing patterns and strategies. The course's texts, classroom discussions, research, and written essays will highlight how the world and all that is in it are in constant interaction with the divine.

HNR 101HC - Honors Forum on Faith and The, Arts I (1)

HNR 101HC is the first in a four-course sequence that Honors College students take to fulfill their General Education Humanities Fine Arts requirement. This course introduces students to the history and significance of the fine arts in antiquity.

HNR 102HC - Honors Forum on Faith and the Arts II (1)

HNR 102HC is the second in a four-course sequence that Honors College students take to fulfill their General Education Humanities Fine Arts requirement. This course introduces students to the history and significance of the fine arts in medieval and Byzantine cultures.

HNR 103HC - Honors Forum on Faith and the Arts III (1)

HNR 103HC is the third in a four-course sequence that Honors College students take to fulfill their General Education Humanities Fine Arts requirement. This course introduces students to the nature and significance of the fine arts in the Renaissance and early modern periods of history.

HNR 104HC - Honors Forum on Faith and the Arts IV (1)

HNR 104HC is the first in a four-course sequence that Honors College students take to fulfill their General Education Humanities Fine Arts requirement. This course introduces students to the nature and significance of the fine arts in modern and contemporary cultures.

HNR 200 - Honors Forum on Christ and Culture (0 to 1)

The Honors College will assemble a diverse schedule of events each semester that explore the meaning and significance of our contemporary world. Students will have the opportunity to attend events, both on- and off-campus, from a broad array of areas (e.g., politics, economics, entertainment, world religions, genetics, psychology, technology, and the environment). Students will be challenged to reflect critically on these events, particularly in light of their broader liberal education and their developing understanding of the Christian faith. This course is limited to Honors College students and may be repeated up to six semester hours.

HNR 210 - Honors Colloquia (1 to 3)

The purpose of this course is to provide a seminar setting in which narrowly defined topics may be subjected to an in-depth and interdisciplinary examination. The course, which will typically be co-taught by faculty from different fields of study, will challenge students to analyze various ideas and issues in a creative and methodological manner, with special attention being given to the broader contexts (historical, social, scientific, etc) within which such subjects must be understood and to the consideration of how a Christian worldview might inform one's perspectives and conclusions.

HNR 215 - News and Views Through the Eyes of Faith (1)

The purpose of this course is to help students cultivate a deeper understanding of various current events and issues that shape our world. In particular, students will be challenged to consider the meaning and significance of such matters in the light of the Christian faith. Typically, the course will focus on a particular contemporary issue or theme prominent in the news.

HNR 225 - Liberal Learning Tutorial (1)

This course provides opportunities for Honors College students to grow as Christian liberal learners. Through various readings, discussions, written work, and personal assessments, students are challenged to deepen their understanding of the nature and purpose of a Christian liberal education, equipped to draw their general education and academic majors into formative dialogue with the Christian theological narrative, and taught to pursue an integrative life of learning, spirituality, and service within the context of a holistic Kingdom-of-God vocation. Students integrate the coursework from these tutorials into a Liberal Learning Life Calling Portfolio (LLLC) that consolidates and documents their growth in the Honors College learning outcomes. This Portfolio culminates in a LLLC capstone course in which Seniors synthesize the fruits of their liberal education and cast a personal vision for the lifelong pursuit of intellectual and spiritual growth. This course is limited to Honors College students and may be repeated up to 6 hours.

HNR 230 - Honors Practicum in Christian Calling Iii: Habits of Faithfulness In One's Life Calling (0 to 1)

"Habits of Faithfulness in One's Life Calling" explores how the Christian practices that students participated in during HNR 130 and HNR 135 might be drawn together into lifelong habits of faithfulness that sustain their life calling.

HNR 270 - Seminar III: What Is Humanity (3)

Liberal Learning and Life Calling Seminars are interdisciplinary studies of the foundational questions intrinsic to human existence. Each seminar explores the nature and significance of one of these questions: most fundamentally, within the framework of historic Christian theology and practice, but also in the light of various relevant academic disciplines and contemporary ideologies. The ultimate goal of the seminars is to equip students to better understand the meaning and purpose of life by cultivating an historic Christian vision of human flourishing and the capacity to discern how this vision relates to competing conceptions of human existence. HNR 270 explores what it means to be human and traces how people's various answers to this question-whether by design or default-shape the substance of their daily lives. The course focuses on what it means for humans to be created in the image of the Triune God and to live out the essence of that image in a fallen world. Readings will draw from the creation narratives, the Gospels, Epistle to the Hebrews, as well as disciplines such as anthropology, biology, psychology, philosophy, and sociology. Prerequisite: HNR170

HNR 275 - Seminar IV: What Is the Good Life? (3)

Liberal Learning and Life Calling Seminars are interdisciplinary studies of the foundational questions intrinsic to human existence. Each seminar explores the nature and significance of one of these questions: most fundamentally, within the framework of historic Christian theology and practice, but also in the light of various relevant academic disciplines and contemporary ideologies. The ultimate goal of the seminars is to equip students to better understand the meaning and purpose of life by cultivating an historic Christian vision of human flourishing and the capacity to discern how this vision relates to competing conceptions of human existence. HNR 275 explores how the Church understands God's invitation to all of humanity to embrace "the good life." This theological vision of the good life will also engage insights offered by disciplines such as literature, political science, sociology, and economics. In the end, students will develop understandings of how God's call to faithfulness, hope, and love should orient their pursuits of lives well-lived in the face of competing cultural notions of goodness. Prerequisite: HNR170

HNR 280 - Wisdom, Culture, and Justice Through the Ages I (3)

This course explores the social, political, cultural and literary developments of human history from the 8th Century BCE to 1600 CE. Through key historical sources and literary texts students will examine how various societies through the centuries cultivated particular visions of wisdom, culture, and justice as well as how these visions nurtured key historical developments. Combining elements and methodologies of both Old and New Historicism along with various literary methodologies-new criticism, structuralism, reader response, deconstruction, Marxism, cultural poetics, etc.-this course investigates the shifting paradigms of Western Civilization in order to help students to situate contemporary society in this historical trajectory. Must be taken concurrently with HNR-285. Co-requisite: HNR-285.

HNR 285 - Great Texts in Context I (2)

HNR280/285 explore the social, political, cultural and literary developments of human history from the 8th Century BCE to 1600 CE. Through key historical sources and literary texts, we will explore answers to the following questions: What is truth? What is humanity? What is the Good Life? and Who is our neighbor? Combining elements and methodologies of both Old and New Historicism along with various literary methodologies-New Criticism, Structuralism, Reader-Response, Deconstruction, Marxism, Cultural Poetics, and others,-these courses will investigate the shifting epistemes of Western Civilization and literature. The success of these interdisciplinary courses is dependent on the presence of both a literature and history professor in each class session. Must be taken concurrently with HNR-280. Co-requisite: HNR-280.

HNR 310 - Honors Colloquia (1 to 3)

The purpose of this course is to provide a seminar setting in which narrowly defined topics may be subjected to an in-depth and interdisciplinary examination. The course, which will typically be co-taught by faculty from different fields of study, will challenge students to analyze various ideas and issues in a creative and methodological manner, with special attention being given to the broader contexts (historical, social, scientific, etc) within which such subjects must be understood and to the consideration of how a Christian worldview might inform one's perspectives and conclusions.

HNR 320 - Topics in Christian Scholarship (3)

The purpose of this course is to explore the nature and meaning of Christian scholarship. This will be accomplished in one of two ways: either through the study of thinkers, movements, and/or themes which provide notable and creative models for the integration of faith and reason, or by reflecting critically on contemporary efforts to analyze modern learning and ideas from a biblical perspective. Possible topics may include Augustine's "City of God", the works of Martin Luther, Jonathan Edwards, John Henry Newman or C.S. Lewis; Christian scholarship in the Reformation era; an evaluative survey of Christian Feminism, liberation theology, or Christian approaches to behavioral science. This course may be repeated. Prerequisite: UNV-180.

HNR 325 - Honors Research Tutorial (3)

This course will acquaint students with the nature, roles, and value of humanities/social science research. In small groups, students will explore a specialized topic from the humanities/social sciences by engaging in collaborative research project with an instructor that will culminate in publishable scholarly work(s). This inquiry-based approach to learning should yield a critical appreciation for the humanities and social sciences that helps students to recognize the relevance of such disciplines to their daily lives. The course will also challenge students to cultivate intellectual skills that are essential to the profitable pursuit of a liberal education: e.g., analytical thinking, critical and reflective reading, well-expressed writing, and articulate oral communication.

HNR 330 - Servant Leadership for Redemptive Communities II (0 to 1)

In this course, students continue to explore the incarnational nature of servant leadership and consider how servant leaders foster redemptive forms of diverse communities. Students collaboratively develop and implement a service project for the Marion Community, ideally one that draws upon their growing expertise in their fields of study. Students also begin to consider post-graduation plans for servant leadership and the transition to life after college. Prerequisite: Junior standing in the John Wesley Scholars Program and the Mary C. Dodd Honors Program.

HNR 350 - Honors Research Seminar (3)

The purpose of this course is to prepare John Wesley Scholars to undertake an Honors Scholarship Project. Students will cultivate preliminary research skills and methods, sharpen their proficiency in critical analysis, reflect critically on the meaning of Christian scholarship within their chosen discipline(s), and receive guidance in the preparation of their Honors Scholarship Project proposal. After a series of introductory readings and class discussions, students will explore potential avenues of research and/or creativity that might prove fruitful for their Honors Project. Each student's work will culminate in a preliminary Project proposal that has passed through a collaborative process of assessment within the seminar and has been reviewed by a faculty member from the student's area of study.

HNR 375 - Seminar V: Who is our Neighbor? (3)

Liberal Learning and Life Calling Seminars are interdisciplinary studies of the foundational questions intrinsic to human existence. Each seminar explores the nature and significance of one of these questions: most fundamentally, within the framework of historic Christian theology and practice, but also in the light of various relevant academic disciplines and contemporary ideologies. The ultimate goal of the seminars is to equip students to better understand the meaning and purpose of life by cultivating an historic Christian vision of human flourishing and the capacity to discern how this vision relates to competing conceptions of human existence. HNR-375 focuses on the character of human community and diversity in light of Christian conceptions of creation, sin, redemption, and reconciliation. Drawing on canonical and theological writings, as well as disciplines such as history, sociology, political science, and intercultural studies, the course will help students to develop both a theologically grounded response to the question, "Who is our neighbor?", and a well-informed understanding of how to embody their response in a variety of diverse contexts. Meets Intercultural Competency requirements. Prerequisite: HNR170

HNR 380 - Wisdom, Culture, and Justice Through the Ages II (3)

This course explores the social, political, cultural and literary developments of human history from 1600 CE to the present. Through key historical sources and literary texts students will examine how various societies through the centuries cultivated particular visions of wisdom, culture, and justice as well as how these visions nurtured key historical developments. Combining elements and methodologies of both Old and New Historicism along with various literary methodologies—new criticism, structuralism, reader response, deconstruction, Marxism, cultural poetics, etc.—this course investigates the shifting paradigms of Western Civilization in order to help students to situate contemporary society in this historical trajectory. Special emphasis in this course will be placed on explicating "who is our neighbor" as we explore the cultural exchanges that occurred across the global community beginning with the seventeenth century age of exploration and ending with the anticolonial movements of the twentieth century. Prerequisite: HNR-280 and HNR-285. Co-requisite: HNR-385.

HNR 385 - Great Texts in Context II (2)

This course explores the writings of the major authors of world literature from 1600 CE to the present. By analyzing key literary texts from the Age of Enlightenment through the Twentieth Century, students will learn about the nature and character of the theological/philosophical narratives that shaped these periods of literature. Students will also investigate how each of these major literary periods answers the following questions: What is truth? What is humanity? What is the Good Life? and Who is our neighbor? Utilizing elements and methodologies of both Old and New Historicism, students will author papers that compare and contrast the literary and philosophical assumptions of the various literary periods studied in the course to Christianity. Prerequisites: HNR-280 and HNR-285. Corequisite: HNR-380

HNR 399H - Honors College Thesis/Project (3)**HNR 410 - Honors Colloquia (1 to 3)**

The purpose of this course is to provide a seminar setting in which narrowly defined topics may be subjected to an in-depth and interdisciplinary examination. The course, which will typically be co-taught by faculty from different fields of study, will challenge students to analyze various ideas and issues in a creative and methodological manner, with special attention being given to the broader contexts (historical, social, scientific, etc) within which such subjects must be understood and to the consideration of how a Christian worldview might inform one's perspectives and conclusions.

HNR 430 - Servant Leadership Capstone (0 to 1)

In this course, students continue to consider post-graduation plans for servant leadership and the transition to life after college. They also provide leadership for the HNR-130 retreat, sharing what they have learned with the next generation of JWHS students. Reserved for students with senior standing in John Wesley Honors College.

HNR 475 - Capstone: How Then Shall We Live? (3)

Liberal Learning and Life Calling Seminars are interdisciplinary studies of the foundational questions intrinsic to human existence. Each seminar explores the nature and significance of one of these questions: most fundamentally, within the framework of historic Christian theology and practice, but also in the light of various relevant academic disciplines and contemporary ideologies. The ultimate goal of the seminars is to equip students to better understand the meaning and purpose of life by cultivating an historic Christian vision of human flourishing and the capacity to discern how this vision relates to competing conceptions of human existence. HNR-450 is the capstone for LLLC Seminars. Students in this course draw on their theological work from previous semesters in order to formulate a 'theology of vocation' that integrates their understanding of the historic Christian narrative, their life calling, and their anticipated profession into a holistic vision of human flourishing. Students will also craft an agenda for lifelong learning and character formation in order to prepare them to continue their trajectory of intellectual and spiritual growth in their post-collegiate lives. Prerequisite: HNR170

HNR 480 - Advanced Topics in Interdisciplinary Humanities (3)

As an advanced interdisciplinary study of issues related to human life and society, this course will explore the meaning and significance of a contemporary topic through the lenses of multiple academic disciplines. The course topic and the disciplinary methodologies employed will vary from one semester to the next. Ideally, the course will be team taught by faculty members whose expertise helps to nurture its interdisciplinary approach. Ultimately, the course will require students to integrate the knowledge and insights of their interdisciplinary study into their vision of life calling and human flourishing. Open to students in John Wesley Honors College.

HNR 497 - Honors Scholarship Project I (1 to 3)

As the first part of the Honors Scholarship Project, the aim of this independent learning experience is to refine the subject of the Honors Project and begin the formal process of research and/or creative endeavor. Working under the guidance of a faculty mentor, the student establishes a detailed plan of scholarship and begins to pursue it. In addition to regular meetings with the faculty mentor during the semester, the student must submit midterm and final progress reports to the Honors College Director. Prerequisite: HNR-350.

HNR 498 - Honors Scholarship Project II (1 to 3)

The aim of this independent learning experience is to complete the process of research and/or creative endeavor begun in HNR-497. Working under the guidance of a faculty mentor, the student's work should culminate in a scholarship project that demonstrates rigor and creativity in the field of study. The final Honors Scholarship Project must collectively represent at least 3 hours of work. Prerequisites: HNR-350 and HNR-497.

HNR 499 - Honors Scholarship Presentation (0 to 1)

After completing their Honors Scholarship projects, John Wesley Scholars are required to share the fruits of their scholarship in an on-campus public forum appropriate to their discipline. Through their engagement of a public audience, students should demonstrate both the merits of their Honors Project and a good capacity for addressing feedback about the development and outcomes of their scholarship. Students will also be encouraged to share their work at regional and national conferences and to revise their project for submission to journals of undergraduate scholarship in their disciplines. Prerequisite: HNR-497; HNR-498 must be taken prior to or with HNR-499.

HRM - Human Resources Management

HRM 549 - Human Resources Management: An Overview (3)

This overview course introduces students to the field of human resource management, its purpose, and how it functions in the business arena to address the issues related to employee training, compensation, benefits, selection, hiring, firing, and outplacement. Topics presented include the impact of global competition, technology, service centers, outsourcing, and just-in-time training. Students will analyze examples from actual companies to examine various general management concepts within the context of current-day application.

HRM 552 - Compensation and Benefits (3)

This course provides the business professional with an overall understanding of compensation and benefits, and the related environments in which they are practiced. Compensation system design, related criteria, and the selection and effective administration of employee benefits are among the areas highlighted. It addresses the ways in which both tangible and intangible forms of compensation may be used to motivate and reward employee performance. Additional attention is given to those future challenges that businesses will face in the arena of employee compensation and benefits. Students will have the opportunity to develop a compensation system, using a simulation aid that accompanies the course.

HRM 554 - Employment Law (3)

This course provides an understanding of the legal framework in the employment context, focusing on working knowledge and practical application of relevant legal principles in HR. Emphasis is on modern employment legislation, related court decisions representing numerous areas of employment law and their applicability to everyday HR issues. Numerous case studies and scenarios of issues such as privacy, discrimination, and employment regulation are used to enhance learning.

HRM 556 - Motivation and Training (3)

Human Resources Management's concern with motivation and training relates to the need to promote good working relationships within an organization. Managers and trainers are introduced to motivational techniques and concepts that will foster healthy, productive, working environments that are respectful of every individual. Methods that have not been successful will be analyzed along with solutions drawn from company surveys and case studies. In addition, coaching and mentoring skills are developed and practiced in this course to help managers be successful in the workforce environment.

HRMT - Human Resources Management

HRMT 535 - Human Resources Management (3)

This course will vest students with the knowledge and skills needed to effectively manage the myriad challenges associated with human resources (HR) practice in organizations. Students will learn how, through effective HR planning and implementation, managers can assist in strategically influencing the quality of life, productivity, and performance of employees. Additional topics will include recruiting and selecting staff to match organizational needs; counseling and engaging staff for personal and professional development; negotiating internal conflict; and practicing effective communication.

HRMT 536 - Evidence Based Tools for HR Decision- Making (3)

This course examines the theory and application of various evidence based tools that are used in the HR decision-making process. Students will be able to develop and apply research theory, including quantitative methods, benchmarking, and balanced scorecard, to provide stakeholders with HR-relevant information that improves organizational decision-making. Students will focus on supporting full disclosure, accountability, and transparency, from an ethical and biblical perspective, in the generation of HR information used by internal and external stakeholders. Prerequisite: HRMT-535 and FINC-525

HRMT 537 - Staffing, Performance Management, and Training (3)

This course provides students with an in-depth examination of staffing, performance management, and training. After the completion of this course, students will be able to analyze internal and external business environments and identify the required skills and talents needed to fulfill the organizational strategic plan, develop strategies to attract and retain a competitive workforce, and construct performance appraisal systems that align with organizational mission, vision, values, and goals. Students will be able to support optimal organization performance through the continuous development of human capital and integration of a biblical perspective into the Human Resource (HR) development and appraisal programs. Prerequisite: HRMT-535

HRMT 538 - Total Rewards Management (3)

This course examines the basics of compensation and benefits and explores best practices in the development of the total rewards philosophy. Students will develop reward systems, including executive compensation and termination packages, that are fair, just, and align with organizational goals; design human capital plans for managing compensation and workforce adjustments; and assess benefit plans in order to maximize the utility to employees within the limitations of the available resource. Students will evaluate potential sources for total rewards functions and integrate a total rewards philosophy into a consistent communication strategy. A biblically based perspective will be used throughout the program. Prerequisite: HRMT-535

HRMT 539 - Labor Management Relations in the Global HR Environment (3)

This course examines labor management relationships from a global perspective and explores the unique staffing issues created by the global business environment. Students will create biblically based labor and management strategies that promote sustainable relationships, construct solutions through the dispute resolution process, and evaluate situations for legal and regulatory compliance. Students will develop global staffing programs that promote cross cultural experiences for organizational human capital, design labor policies and procedures that are compliant with differing country regulations and laws, and create a culture of inclusion throughout all levels of the organization. Prerequisite: HRMT-535

HRMT 541 - Strategic Risk Assessment (3)

This course examines Risk Management from the strategic perspective of HR as an internal consultant to the organization. The student will develop biblically based strategies that promote sustainable organizational practices in the utilization of human, financial, and environmental resources; evaluate organizational activities to enhance accountability to stakeholders and organizational reputation; and formulate plans to avoid risk in both everyday operations and times of crises. The student will design policies and procedures that secure HR related information and records, comply with applicable laws and regulations, and lead to a safe work place for all employees. Prerequisite: HRMT-535

HRMT 542 - Organizational Renewal and Development (3)

This course examines leadership and organizational renewal and development from a strategic perspective with particular emphasis on the role of Human Resource (HR) in the change process. Students will evaluate environments and determine their impact on the organization. Students will integrate leadership, strategy, and HR management functions such as job roles and design, organizational culture, behavior, performance, goals, and objectives in order to recommend biblically based strategies for organizational renewal and development. Students will defend the role of HR as an essential agent of organizational transformation and change. Prerequisite: HRMT-535

HRMT 590 - Human Resource Management Capstone (3)

This course presents opportunities for students to demonstrate an integrated understanding of best practice human resource management principles as well as biblical and ethical standards. Students will complete a previously approved project that involves a product, service, or organizational unit as the focus for revising policy, procedure, or practice. Working in close consultation with the course instructor, students will formulate and defend a plan of action for the identified policy, procedure, or practice and prepare a formal presentation of the completed project. Prerequisite: satisfactory completion of all core courses

HST - History

HST 101 - American Civilization to 1865 (3)

A survey of the intellectual, political, economic, social, aesthetic, legal, ecclesiastical, and international political patterns of American civilization from the expansion of Europe through the American Civil War. Not open to students with credit in HST-211.

HST 102 - American Civilization after 1865 (3)

A survey of the intellectual, political, economic, social, aesthetic, legal, ecclesiastical, and international political patterns of American civilization from the Civil War to the present. Not open to students with credit in HST-212.

HST 103 - Recent History and Politics (3)

A penetrating study of intellectual, political, economic, social, legal, aesthetic, ecclesiastical, and international political developments from 1920 to the present with emphasis on America's role in the world. Gives credit for History or Political Science majors.

HST 160 - Western Civilization (3)

This survey covers cultural Western Civilization from the Renaissance through the Modern Era. Particular emphasis is given to major economic, political, social, and religious institutions that have fashioned the history of the Western experience.

HST 180 - Humanities World Civilization (3)

An intellectual, institutional, and cultural consideration of world civilizations and their development, interaction, and significance. (History majors take HST-185 and HST-190 in place of HST-180. Any student may take HST-185 and HST-190 in place of the HST-180 general education requirement.)

HST 185 - Foundations of Civilization to 1648 (3)

This course is an introduction to the foundations of civilization from the dawn of human history to the beginning of the Modern era, focusing on the religious, political, social, intellectual, and cultural attributes emphasizing the origins, rise and interactions of Western Civilization. (History majors take HST-185 and HST-190, The West and the World after 1648 in place of HST-180.) No Prerequisite. Not open to students with credit in HST-201.

HST 186 - History of the Reformation (3)

This course presents an overview of the social and theological issues that led to the Reformation, the key individuals involved in the Reformation, and the great heritage that Evangelicals share in that Reformation.

HST 190 - The West and the World after 1648 (3)

This course examines the development of Western Civilization from 1648 to the present, with an emphasis on the religious, political, social, intellectual, and cultural elements, as well as the encountering of non-Western peoples, cultures and civilizations. Not open to students with credit in HST-202. Any student may take HST-185 and HST-190 in place of the HST-180 general education requirement.

HST 201 - World Civilization to 1500 (3)

An intellectual, institutional, and cultural consideration, of world civilizations and their development, interaction, and significance to 1500. Combined with HST-202, meets HST-180 Humanities requirement. (History majors take HST-201 and HST-202 in place of HST-180.) Not open to students with credit in HST-185.

HST 202 - World Civilization after 1500 (3)

An intellectual, institutional, and cultural consideration of world civilizations and their development, interaction, and significance after 1500. Combined with HST-201, meets HST-180 Humanities requirement. (History majors take HST-201 and HST-202 in place of HST-180.) Not open to students with credit in HST-190.

HST 211 - American Civilization to 1865 (3)

A survey of the intellectual, political, economic, social, aesthetic, legal, ecclesiastical, and international political patterns of American civilization from the expansion of Europe through the American Civil War. Not open to students with credit in HST-101.

HST 212 - American Civilization after 1865 (3)

A survey of the intellectual, political, economic, social, aesthetic, legal, ecclesiastical, and international political patterns of American civilization from the Civil War to the present. Not open to students with credit in HST-102.

HST 220 - Topics in History (3)

This course is designed to guide students in the exploration of a topic in the field of history. The specific subject of study may change from session to session, but will be a focused look at a movement, event or era, or field within history.

HST 230 - Colonial Latin America (3)

A survey of the political, social, cultural and religious history of Latin America from the rise of pre-Columbian civilizations to the eve of independence.

HST 231 - National Latin America (3)

A survey of the political, social, cultural and religious history of Latin America from the eve of independence to the recent past.

HST 250 - Contemporary Affairs (1)

An intensive analysis of communications and the news media from a historical perspective with a focus on television network news. A penetrating study of the structure, power, and bias of the television news industry and how it affects contemporary life and affairs. Gives credit for majors in History or Political Science.

HST 261 - Contemporary Modern Problems (2 to 3)

A penetrating interdisciplinary analysis of the rise and decline of Western thought and culture. Features a sequential viewing of the widely acclaimed Francis Schaeffer film series "How Should We Then Live?" with informative and stimulating discussion following the viewing of each film.

HST 290 - Making History: Historians, Historical Techniques and Historiography (3)

This course is an introduction to the philosophies of history, techniques of historical inquiry, research and writing. Prerequisites: Students must have college level writing skills, and general survey knowledge. The student should have passed both HST-185 Foundations of Civilization to 1648 and HST-190 The West and World after 1648. If only one has been taken, enrollment in the other concurrent with HST-290 is acceptable with permission of the division. Gives credit towards the history major.

HST 293 - China: History and Culture (1)

This course gives an overview of Chinese history. Particular emphasis given to religion, major events, and beliefs that fashioned the history of China. Students will gain an understanding of the role of China in the 21st Century.

HST 294 - History of Christian Civilization (2)

This course will present the history of Christianity in Western civilization from the first century A.D. through the modern period. Students will study the important personalities of Christian history, significant theological movements, political and social events which have impacted the growth and development of the Christian religion, and the Church's role in society.

HST 295 - American Portraits (1 to 3)

Autobiographical and biographical studies of the life and times of American leaders.

HST 300 - Western/American Intellectual and Social History (3)

A survey of the history of presuppositions, ideas, and values occurring in philosophy, religion, science, aesthetics, education, economics, law, and politics and their relationship to the total culture, with particular attention to successive paradigms and the consequences thereof. Gives credit for majors in History, Philosophy, Political Science, Political Science Pre-Law or Sociology. Prerequisite: Any course from HST-180, HST-211, HST-212, HST-103, HST-185, HST-190, HST-160, or POL-100.

HST 301 - American Foreign Relations (3)

A history of international politics from 1415 to the present, focusing on an analysis of the foreign relations of the United States from the American Revolution to the present. Gives credit for majors in Political Science, International Relations, or History. Prerequisite: HST-211, HST-212, or POL-100.

HST 302 - American Political Parties (3)

An analysis of the nature, history, and function of political parties and pressure groups in the United States. Gives credit for Political Science, Political Science Pre-Law, International Relations, or History majors. Prerequisite: HST-211, HST-212, or POL-100.

HST 312 - Medieval Civilization (3)

This course analyzes the political, social, intellectual and religious components of Europe in the Middle Ages, covering the period from the Fall of Rome in the West to the eve of the Reformation. Prerequisite: HST-180 or HST-185.

HST 320 - American Economic History (3)

A survey of American economic developments, including business and the American economy. Gives credit for History or Economics majors. Prerequisite: HST-211 or HST-212, and ECO-211 or ECO-212.

Crosslisted as: ECO-320.

HST 321 - History of the Muslim-Christian Encounter (3)

This course will examine various points of interaction between the Muslim and Christian faiths from the origins of Islam (in the Seventh Century) to the present day. Special emphasis will be placed on elucidating the complex theological, cultural, and political factors that have shaped the relationship between these two religions. The course will provide an introduction to the origins and basic tenets of Islam and opportunities to interact with various contemporary expressions of the Muslim faith. Prerequisite: HST-180, HST-185 or HST-190.

HST 341 - History of England to 1688 (3)

This course is a survey of English history from Celtic and Roman times to 1688, emphasizing religious, political, social, and cultural developments between the Anglo-Saxon period and the Glorious Revolution. Prerequisite: HST-180 or HST-185. Not open to students with credit in HST-360.

HST 342 - History of England 1688 - Present (3)

This course is a survey of English history from 1688 to the present. It will emphasize religious, political, social, and cultural developments between the Glorious Revolution and the present. Prerequisite: HST-180 or HST-190.

HST 355 - Modern Mexico (3)

A history of greater Mexico from Independence to the recent past. Prerequisite: HST-180, HST-185, or HST-190 or permission of the Division of Social Sciences.

HST 360 - History of England (3)

A history of the British Isles from their earliest time to the present, emphasizing the Reformation period. Prerequisite: HST-180 or HST-185 and HST-190.

HST 361 - History of Russia and Eastern Europe (3)

A study of Russia from its beginnings to the present, emphasizing its Eurasian cultural development and the rise, expansion, and dissolution of Soviet Communism. Includes a survey of Eastern European developments from the beginning of modern Europe to the present. Prerequisite: HST-180 or HST-185 and HST-190.

HST 370 - International Cultural Studies (3)

Travel experience to nations outside the United States designed to enable students to gain a greater understanding for and appreciation of other cultures. Extra fee: air travel, lodging, meals, and miscellaneous. Gives credit for geography or for majors in History or Political Science. Prerequisite: Consent of the department.

HST 380 - History of Middle East and Africa (3)

A study of the Middle East from ancient times to the present including a survey of eastern Mediterranean, African, and Near Eastern cultures. Emphasizes the ancient civilizations of Mesopotamia, Egypt, Palestine, the eastern Mediterranean, and analyzes the origins and developments of the contemporary Middle East conflict. Prerequisite: HST-180 or HST-185 and HST-190.

HST 381 - History of East Asia (3)

A study of Asian nations, emphasizing China and Japan, including India and Pakistan, from earliest beginnings to the present. Particular stress is placed on the nineteenth and twentieth centuries, including the history of communism in Asia and the growing contemporary significance of East Asia. Prerequisite: HST-180 or HST-185 and HST-190.

HST 391 - Directed Studies in Social Studies (1 to 2)

This course prepares students to perform basic research in which they learn to use Off Campus Library Services (OCLS), electronic periodical indexes, and information resources. Students will identify and select appropriate material for inclusion in a college level research project which will be submitted at the conclusion of the course. (1 or 2 credit hours)

HST 395 - Renaissance and Reformation (3)

A specialized study of the intellectual, cultural, and religious life of Europe in the fourteenth, fifteenth, and sixteenth centuries. Prerequisite: HST-180 or HST-185 and HST-190.

HST 399H - Honors College Thesis - History (3)

Students will work under a faculty mentor in their major and in cooperation with an Honors College advisor, producing a research thesis or creative project.

HST 400 - American Constitutional History (3)

A study of the origin and development of the United States Constitution with emphasis on leading Supreme Court decisions. Gives credit for History, Political Science Pre-Law, or Political Science majors. Prerequisites: HST-211 and HST-212 or POL-100.

HST 442 - World War II (3)

A specialized study of World War II within the context of world history. It emphasizes the fracturing of the world order with the rise of Japanese, German, and Italian imperialism. It also gives an overview of the military strategies and conduct of the war in the major theaters of operations, as well as the impact of "total war" on the civilian populations of the various home fronts, with a special focus on the Nazi Holocaust. Prerequisite: HST-180, HST-212 or HST-190.

HST 450 - History Research Seminar (3)

A survey of historical writing and philosophies of history. Practice in the methodology of research and writing. Required of all History majors. Prerequisite: Upper-division status.

HST 450H - History and Social Science Seminar - Honors College Thesis (3)**HST 475 - Independent Learning in History (1 to 3)**

Individually arranged research and writing in history. Prerequisite: Consent of the department.

HST 499 - History Honors (3)

Prerequisites: Junior or senior standing with 3.0 GPA and consent of the department.

ICD - Intl and Comm Development**ICD 210 - Introduction to Development (3)**

This course will explore the primary theories and practices in social and economic development of communities on a local and global scale. The course takes its basic approach to the subject from a consideration of the role of culture in economic development and social change. The course will include an overview of the history and impact of globalization, the impact of global population growth and migration patterns, and the growth and impact of transnational corporations on societies. Finally in this course students will receive an introduction to the major multinational bodies such as The World Bank, International Monetary Fund, World Trade Organization, and World Health Organization, as well as the development activities of governmental and non-governmental agencies.

ICD 229 - Essentials of Non-Profit Management (3)

This course introduces the student to the spectrum of management issues in which leaders of non-profit organizations must be involved giving attention to the special nature of non-profit enterprises. The course will introduce students to essential management areas such as the legal framework for non-profit organizations, organizational governance, the role of the chief executive officer, strategic planning, finance, and human resource development. In addition students will be introduced to the fundamental principles of organizational effectiveness and capacity building. Finally the course will provide an opportunity to examine the contributions of the non-profit sector in the broader social and economic environment.

ICD 240 - Urban Anthropology (3)

This course will examine urban life in a variety of historical and cultural contexts. Particular attention will be directed to the process of urbanization and to the political economy of the growth of cities; the impact of urbanization on rural cultures; race, class and ethnic relations in urban areas; and social use of urban space.

ICD 260 - Models of Urban Ministry (3)

This course seeks to expose students to urban ministries by allowing them to spend one week, under supervision, learning, ministering and serving in a major city in the United States. Prior to the urban ministry experience, through classroom lectures and exercises, students will learn about urban issues and challenges along with the role of the Church as agent of hope and

wholeness in the urban environment. Students will also learn the techniques and strategies employed by various church-based community organizations in the urban context in preparation for their on-site observation, and supervised participation. Additional fees are required. Meets General Education intercultural requirement.

ICD 323 - Urban Ministries Internship (3 to 9)

This course is to be taken on site at an urban ministries center. The student will be provided a foundation for understanding urban cultures, systems, and people through an individually tailored internship and course of study. 1-4 week experience: 3 hours; 5-8 week experience: 6 hours; 9-14 week experience: 9 hours. Open to juniors and seniors. Prerequisite: ICD-260.

ICD 325 - Urban and Rural Development Practice (3)

This course seeks to provide students with practical insights into areas of urban and rural development practice. It approaches development from a decidedly transformational and Christian perspective. Allowing flexibility for either an urban or rural slant, it attempts to place holistic development practices squarely within the context of the relationship between churches/church organizations and the world in which they are called to serve. Pre-requisite: ICD-210

ICD 350 - Transformational Development Principles (3)

This course covers the key principles and processes of transformational development rooted in the tradition and values of self-determination, empowerment, and social justice. The course focuses on direct practice and advocacy for the socially and economically disempowered groups in the society and on bringing the church and the community together to address the problematic social conditions. It is designed to build the students' analytical, political and interactional skills necessary to mobilize the community for collective action and social justice.

ICD 360 - Development Internship (3 to 9)

The student will be involved in a significant development experience under the supervision of a development practitioner. The internship setting must be in an international development agency or in an urban/rural development organization outside of North America. Direct exposure involving observation and practical development service will be required. The internship must be a minimum of four weeks. Prerequisites: ICD-210, ICD-325 and INT-220.

ICD 450 - Community Development Workshop/Practicum (3)

This is an upper level course that allows ICD students to harness the knowledge and skills they have acquired from the program to effectively identify, analyze and resolve local community development issues. Students participate in hands-on community-based research and problem-solving activities, and thus prepare them to work with the community, identify local needs, leverage community assets, and devise strategies to mitigate community challenges. Pre-requisites: ICD-210, ICD-325, ICD-350, MAT-112 and PSY-355 or POL-322.

ICD 480 - Development Capstone (1)

This course provides a capstone for the International and Community Development major and is designed to help the students to reflect on learning experiences throughout their coursework and development internships. Various exercises and readings will be used to help the students to integrate wide range of development concepts learned throughout the major. Students will be required to present their internship papers and written development concept papers to the class for constructive criticism from their peers and the faculty to enable them to sharpen their ideas and career path in International and Community Development.

INR - International Relations

INR 332 - International Peace and Security (3)

The purpose of this course is to cover a variety of theoretical and ethical approaches to the problem of understanding international conflict. Strong emphasis will be placed on the evaluation of the empirical literature attempting to explain the causes of war and peace. Historical continuity and change in international conflict will be examined via the analysis of a variety of case studies of global, regional and intrastate war. By combining a theoretically sophisticated understanding of the causes, results, and resolution of conflict, coupled with concerns about the moral justification of war, students will emerge prepared to formulate thoughtful, concrete opinions on issues of global conflict. Prerequisite: POL-230.

Crosslisted as: POL-332.

INR 375 - Foreign Policy Analysis (3)

This course examines the way international actors make decisions regarding how they will interact with other members of the international community. Students will be introduced to the variety of ways in which the foreign policy-making processes within and across countries operate and can be explained. A number of influences on foreign policy are discussed, including individual policy makers, characteristics of the domestic political environment, and international systemic factors. The course surveys these influences, concepts and theoretical approaches in preparation for the in-depth and hands-on analysis students will undertake in the later part of the semester. Prerequisites: POL-230 and POL-232.

Crosslisted as: POL-375.

INR 432 - Global Governance (3)

This course is an advanced survey of the norms, institutions and processes increasingly constituting some type of governance at the global level. Students will be acquainted with the knowledge and analytical tools needed to cope with an increasingly complex and interconnected global system. Towards this end, the course introduces the key dimensions, actors and nature of global governance; identifying the most significant concepts and theoretical approaches to understanding global rule. The course also addresses the various debates about global governance and explanations for the increasing demands in global governance structures. Prerequisites: POL-230 and POL-232.

Crosslisted as: POL-432.

INR 470 - International Relations Capstone (3)

This is an advanced seminar in the methodological study of political phenomenon. Students will enhance their research, analysis and critical thinking skills through practical experience in the process of scholarship. As a capstone experience students will plan, research and write a scholarly research piece addressing an empirical puzzle relevant to their interests. The course is highly recommended for students pursuing graduate education. Prerequisite: Upper-division Status.

Crosslisted as: POL-470.

INT - Intercultural Studies

INT 120 - Introduction to Cross-Cultural Engagement (1)

This course will introduce students to the challenges and opportunities associated with cross-cultural engagement. It is recommended for all students who plan to live, study and/or serve in another cultural context either at home or abroad. Meets General Education intercultural requirement when taken in combination with INT-124 or INT-222.

INT 122 - Short-Term Missions (orientation) (1)

This course will introduce students to the challenges and opportunities associated with cross-cultural engagement. It is recommended for all students who plan to live, study and/or serve in another cultural context either at home or abroad. Meets General Education intercultural requirement when taken in combination with INT-124 or INT-222. Prerequisite: INT-220 or INT-222.

INT 124 - Cross Cultural Exposure Trip (2)

The purpose of this course is to facilitate greater understanding of what is involved in cross-cultural ministries. It is available to students who will be entering into significantly different cultural setting for at least three weeks, and is designed to equip and prepare them to engage that culture in ways that are transformational, appropriate and effective. Prerequisite: INT-120 or INT-220.

INT 220 - Intercultural Relationships (3)

This course examines the theology of diversity, and specific ways that Christians deal with cultural differences. We develop strategies for effectively relating to people in cultural settings other than our own and working in the church to minister to various people groups in our society. Meets General Education intercultural requirement.

INT 222 - Intercultural Leadership for Transformation (2)

This course provides an introduction to the intercultural and multicultural leadership and followership, and logistical foundations for developing effective intercultural teams. Special emphasis will be placed on pre-field planning and team preparation, on-field operations, and post-field debriefing, follow-up, and next steps. Servanthood and stewardship paradigms

serve as the biblical and theological bases for intercultural leadership/followership. Prerequisite or Co-requisite: INT-120 or INT-220.

INT 225 - Folk Religion (3)

INT 229 - Essentials of Non-Profit Management (3)

This course introduces the student to the spectrum of management issues in which leaders of non-profit organizations must be involved giving attention to the special nature of non-profit enterprises. The course will introduce students to essential management areas such as the legal framework for non-profit organizations, organizational governance, the role of the chief executive officer, strategic planning, finance, and human resource development. In addition students will be introduced to the fundamental principles of organizational effectiveness and capacity building. Finally the course will provide an opportunity to examine the contributions of the non-profit sector in the broader social and economic environment.

INT 262 - Issues in Urban Ministry (3)

Students will learn the basic knowledge of a variety of urban church planting methodologies. They will gain appropriate church growth principles; a knowledge of the urban church planting process from beginning to end, and a knowledge of how to build competent urban leaders in the new urban church plant.

INT 280 - Intercultural Communication (3)

Explores intercultural communication theory and practice within interpersonal, group and public contexts. Topics include similarities and differences in values, language, nonverbal, interethnic/intergroup communication, identity, and adaptation. Students will enhance flexibility with such encounters. Meets General Education requirements for Intercultural Competency.

INT 310 - The Role of Women in Missions (3)

A study of ministry to and by women, including biblical foundations for roles of female missionaries in the home, church, society, and principles for evangelizing, discipling, and counseling women of other cultures.

INT 315 - Cross-Cultural Communication of Faith (3)

This course explores the fields of theologizing and communication from a cross-cultural perspective. The student should learn how to think theologically and then communicate that into a new cultural context. Significant time will be spent observing and interacting with those from a different culture. Prerequisite: SOC-225, THE-232.

INT 322 - Intercultural Internship (3 to 9)

The student will be involved in a significant cross-cultural experience overseas under the supervision of a professional in the student's area of academic interest. Direct exposure involving observation and practical service that relates to classroom instruction will be required. Prerequisites: INT-220.

INT 323 - Urban Ministries Internship (3 to 9)

This course is to be taken on site at an urban ministries center. The student will be provided a foundation for understanding urban cultures, systems, and people through an individually tailored internship and course of study. 1-4 week experience: 3 hours; 5-8 week experience: 6 hours; 9-14 week experience: 9 hours. Open to juniors and seniors. Prerequisite: ICD-260.

INT 350 - Transformational Development Principles (3)

This course covers the key principles and processes of transformational development rooted in the tradition and values of self-determination, empowerment, and social justice. The course focuses on direct practice and advocacy for the socially and economically disempowered groups in the society and on bringing the church and the community together to address the problematic social conditions. It is designed to build the students' analytical, political and interactional skills necessary to mobilize the community for collective action and social justice.

INT 399H - Honors Thesis/Project (3)

Students will work under a faculty mentor in their major and in cooperation with an Honors College advisor, producing a research thesis or creative project.

INT 402 - Contemporary Global Issues (3)

This course is designed to acquaint students with recurring social, political, and religious issues that individuals encounter in cross-cultural settings. Concerns arising out of current events and the personal experiences of the students may also be topics of discussion.

INT 410 - Islam: Understanding and Dialogue (3)

This course is designed to develop a basic understanding of Islam. Some attention will be given to its birth and development, the variety of expressions found today around the world and the implications these things hold for Christian witness. We will look at the facts of Islam, the text, the anthropological and sociological make up of the faith and its people in a variety of cultural settings. Strategies for engaging in meaningful dialogue and effective Christian witness will be explored. Not open to students with credit in HST-321. Pre-requisites: PHL-180, ENG-180, HST-180, UNV-180, BIL-101, and BIL-102.

INT 480 - Intercultural Capstone (1)

This seminar will provide a forum for the interdisciplinary integration of students' course work and for the integration of students' academic, personal, and ministry development. Studies in the cultural and religious backgrounds, historical development, and present situation in a country of the student's selection are also discussed in relation to how they affect the preaching of the Gospel and the development of the church. Restricted to seniors with a major or minor in Intercultural Studies.

IPE - Interprofessional Education**IPE 545 - Biostatistics (3)**

Biostatistics is the application of statistics to biology, medicine, nursing, and other health-related professions. This course is intended to give the student an introduction to basic statistical concepts, methods, and reasoning used in public health and other health sciences, providing a base for further development of these skills in courses such as Epidemiology, Research Methods, and Advanced Epidemiology. Health Sciences students in Public Health, Occupational Therapy, Physical Therapy, and other related professions will establish a foundation for their experiential learning projects.

IPE 555 - Bioethics: Theory, Application, and Decision-Making (3)

An overview of healthcare ethics, theoretical foundations of ethical decision-making, and the role of personal values and ethics. Ethical dimensions of geopolitical, economic, sociocultural, environmental, and educational influences on health will be explored in local, national, and global contexts. Strategies for analyzing and managing ethical situations will provide a foundation for Biblical-based decision-making by an interprofessional team.

IPE 565 - Research Methods I (3)

This course will provide graduate Health Sciences students a comprehensive exploration and sound understanding of the origins and applications of diverse research methods used in the health sciences, with an emphasis on selecting and applying appropriate research designs. It includes an overview of the scientific methods and the various research paradigms in current use.

IPE 575 - Clinical Anatomy (3)

This course will provide students a comprehensive study of the human body and its related function. Students will learn human anatomy as it relates to function through the study of bones, cadaver dissection, models, medical imaging, atlas drawings, and their own bodies. Clinical correlations will be presented related the anatomical structures discussed to clinical practice.

IPE 605 - Research Methods II (3)

This course will serve as a continuation of the Research Methods I course. This course will cover measurement theory and the use of techniques such as factor analysis to validate measurement scales, risk and sensitivity analysis, qualitative research, and mixed methods designs. In addition, the course will continue to develop the student's ability to produce a research proposal by expanding the previous semester project to include methodological sections of a research proposal.

IPE 615 - Health Policy (3)

Students examine the development, implementation, and evaluation of health policies and law and their impact on delivery of health services and the promise of public health. This course provides an overview of public policy interventions within the various domains of public health, the motivations for undertaking them, and the influences of the political, bureaucratic, and social environments in which policy decisions are made.

IPE 625 - Organizational Leadership in Health Care (3)

This course provides an overview of leadership, management, and organizational behavior reflecting the uniqueness of the health care sector. The course integrates theory with practice through readings, presentations, team learning, written assignments, and guest lecturers from different organizational and interprofessional leadership perspectives in health care.

Assessment, practice, and development of organizational leadership systems and skills will be accomplished through action learning teams, case studies, and problem based learning.

LANG - Language

LAT - Latin

LAT 201 - Beginning Latin I (3)

An introduction to the basic forms, syntax, and vocabulary of Latin.

LAT 202 - Beginning Latin II (3)

A continuation of LAT-201, this course prepares the student for the translation of Latin literature. Prerequisite: LAT-201.

LAT 320 - Intermediate Latin I (3)

This course continues the student's knowledge of Latin grammar and vocabulary by reading texts from authors such as Livy, Cicero, and Catullus. Prerequisite: LAT-202.

LAT 321 - Intermediate Latin II (3)

A continuation of LAT-320, this course largely consists of readings from more advanced Latin authors such as Virgil and Tacitus. Prerequisite: LAT-320.

LAT 475 - Independent Learning-Latin (1 to 3)

Individually arranged reading, research, and issues relating to the Latin language. Prerequisite: LAT-201, LAT-202 or its equivalent.

LDR - Leadership

LDR 120 - Exploration of Life Purpose and Individual Uniqueness (1)

This course will lead students to develop an understanding of their unique design as a key to discovering their life purpose and calling. Students will then explore how to work with this uniqueness in maximizing their college experience and life beyond college. A major focus of this course concentrates on the discovery of one's God-given strengths, passions and life experiences as a basis for this calling. Students are then led to understand how education, work, and other relationships in life are best understood and developed from this life calling perspective. Cannot take if earned credit in LDR-150.

LDR 150 - Introduction to Life Calling (3)

This course focuses on students developing an understanding of the concept of life calling and the discovery of one's God-given design as a basis for this calling. Students then are led to understand how work and individual leadership is best understood from the life calling perspective. Students will evaluate values, spiritual gifts, interests, abilities, personality traits, and experience. Students will combine each component in an in-depth self-assessment paper, and will integrate this into a life and leadership plan. Additional fees required.

LDR 180 - Leadership Seminar I (1)

The Leadership Studies major, as an interdisciplinary study program, must be studied in the context of another major. This seminar introduces how the curriculum of the Leadership Studies major, developed around a three-dimensional conceptual model exploring of leading, following, and organizational context, will enable students to design their own study plans for a double major by intergrating the curriculum of the Leadership Studies major with another major. The seminar will also guide students on how to articulate a servant-minded paradigm of leading and following from biblical-theological and research-findings perspectives. Students will acquire the necessary knowledge, skills, and disposition to prepare them to meet the academic standards expected in the first and second year of the Leadership Studies program.

LDR 200 - Foundations of Leadership (3)

This course presents the paradigm of servant leadership within a study of the historical and theoretical models of leadership. Leadership will be defined and the Servant Leadership Model presented and contrasted to traditional views.

LDR 210 - Introduction to Leadership Development (0 to 1)

Provides an introduction to student development theory and practice and how residence hall living impacts college students. The course concentrates on developing self-awareness, interpersonal skills, and leadership skills that are needed and useful to residence life. Emphasis is given to integrating current trends and theories of student development with residence life on a Christian university campus. The course is open to all students but is offered mainly to students anticipating working as a resident assistant.

LDR 225 - Student Leadership Practicum (0 to 3)

This course is designed for those who are in student leadership positions. It is an applied course that relates servant leadership theory directly to various student leadership roles. An emphasis will be placed on developing and implementing program plans, dealing effectively with student conflict and learning to appreciate the field of student development leadership.

LDR 235 - High Adventure Leadership Experience (1)

This course involves high adventure experiential learning (backpacking, canoeing, rappelling) with a focus on developing leaders through mentoring, self-discovery and personal challenge.

LDR 245 - Peer Leader Practicum (1)

This course focuses on developing students in the understanding and practice of leading their peers, both individually and as a group. The participants will minister and serve freshmen students in their breakout group through small group meetings, individual contact, mentoring, and community service projects. The student's experience will be facilitated by purposeful reflection, group discussion, interaction with faculty, and class assignments.

LDR 246 - Mentoring Practicum (1)

Provides an introduction to basic theory and skill development for peer leadership and mentoring. The participants will serve as a peer mentor for 2-3 first year students to assist in making a successful transition to college, and foster growth in character, scholarship and leadership. Experiences will be facilitated by purposeful reading and reflection, group discussion, and class assignments. No prerequisites are required for this course. May be repeated up to 4 credits.

LDR 255 - Honors Leadership Practicum (0 to 1)

This course introduces students to servant-leadership concepts and facilitates the practical application of such concepts to student leadership roles within the Honors College. The course is restricted to students currently serving in a leadership capacity within the Honors College. The course will challenge students to develop as reflective servant leaders and assist students in the assessment of their leadership style and effectiveness. This course may be used to meet Leadership electives in the Leadership Major.

LDR 265 - International Servant Leadership Experience (1 to 3)

This course provides an experiential learning process that introduces leadership concepts and development based on a servant-leadership paradigm. Students will utilize a learning cycle to combine concrete experiences with reflective observation, abstract conceptualization and active experimentation as a way of developing as leaders. This course is conducted in an international setting. Prerequisites: INT-122 or equivalent and the consent of the Leadership Center.

LDR 280 - Leadership Seminar II (1)

The Leadership Studies major, as an interdisciplinary study program, must be studied in the context of another major. This seminar enables students to modify or improve their own study plans for a double major by integrating the curriculum of Leadership Studies with another major. Students will acquire the necessary knowledge, skills, and disposition to prepare them to meet the academic standards of the Leadership Studies program. Prerequisite: LDR-180.

LDR 300 - Leadership and Followership (3)

This course explores the key relationships between leaders and followers with a focus on mutual learning, mutual influence, and mutual empowerment that enable them to value and develop each other. Students will learn about leadership and followership types and how the leader-follower dyad works in organizational setting. Students will also explore historical models of leadership and followership styles across cultural, philosophical and faith traditions. Prerequisite: LDR-200.

LDR 310 - Lifeskills, Career and Leadership (3)

This course helps prepare upper division students of any major to transition into the workforce following graduation. The course focuses on preparing for a life of leadership after college by understanding how to develop life skills that will allow

them to integrate their unique life calling into work environments and career interests. Four broad areas will be addressed: 1) Job Search, 2) Professional Development, 3) Personal Financial and Time Management, and 4) Lifelong Leadership and Learning. Students will prepare a personal portfolio and develop a strategic life and leadership plan.

LDR 325 - Leadership Internship (1 to 3)

This course provides a supervised practical leadership experience in a professional work environment. Students will provide leadership under the mentorship of a more experienced leader to develop and reinforce learning from the Leadership program. Prerequisites: LDR-200 and advisor approval. Instructor consent may be required.

LDR 335 - Independent Study in Leadership (1 to 3)

This course allows a student to assist in ongoing research projects being conducted through the Servant Leadership Research Center at IWU. Students will conduct a literature review in a specific leadership research area while being actively involved in a research project. Prerequisites: LDR-200 and advisor approval.

LDR 350 - Leadership and Teams (3)

This course explores the leadership of teams. Students will learn how to build community among the people they lead by building relationships, working collaboratively and valuing differences. Students will also learn to view work and results from the perspective of partnership as opposed to competitive individualism. Students will learn to respect the unique contribution of diverse individuals who make up teams and organizations. Prerequisite: LDR-200.

LDR 360 - Leadership and Theological Anthropology (3)

This course introduces biblical-theological and anthropological foundations of leadership and development (a Trinitarian model) grounded in the Scriptures and theological traditions of Trinitarian theology, Christological Anthropology, and Pneumatology. The New Testament model of Christ-like leadership and development is discussed. A special attention is given to (a) the role of the Triune God, Father, Son, and the Holy Spirit, in followership and leadership making and (b) current challenges of leadership development are addressed in light of Christ's "disciplining the twelve," a universally applicable and cross-culturally relevant model for developing Christ-like followers and leader.

LDR 380 - Leadership Seminar III (1)

The Leadership Studies major, as an interdisciplinary study program, must be studied in the context of another major. This seminar enables students to continuously improve their own study plans for a double major by integrating the curriculum of Leadership Studies major with another major. Students will acquire the necessary knowledge, skills, and disposition to prepare them to meet the academic standards of the Leadership Studies program. Prerequisites: LDR-180 and LDR-280.

LDR 390 - Leadership and Organization (3)

This course introduces the nature of organizational leadership, classical and contemporary theories of organizations, organizational types, development, communication, and strategies. Students explore topics and issues relating to human resource theory, structural organization theory, organizational culture theory, theories of organizations and environments, learning organizations, and the dynamics of organizational communication. Through individual and group activities, students learn about organizational ethics, effective organizational culture, shared organizational vision, and value-based strategic planning.

LDR 400 - Leadership and Change (3)

This course focuses on the leader as a transforming agent of change. Students will learn to understand the dynamics of personal and organizational change and how to best serve others through the change process. This course explores various change models while focusing on the servant organizational culture as the best foundation for effective change. Prerequisite: LDR-200.

LDR 420 - Leadership and Authenticity And Self (3)

This course explores the leader's relationship to self and the unique demands of authenticity and character to leadership. Students will be guided to see that authentic leaders are open and accountable to others, are willing to learn from others and maintain the highest integrity and ethics. Prerequisite: LDR-200.

LDR 430 - Leadership and Conflict (3)

This course is an introduction to the scope and nature of leading self and others through conflict. Students will learn about their personal communication and conflict styles, will be introduced to biblical principles and prominent theories on conflict, as well as various techniques of managing conflict (with a focus on conflict coaching, negotiation, and mediation). Students will

develop skills reflecting sensitivity to intercultural and diverse population contexts and needs. In addition, students will explore concepts of nonviolent social change. Students will have opportunity to develop and practice skills through in-class experiential activities, assignments, and observational coaching/evaluation.

LDR 450 - Leadership Capstone Seminar (3)

In this course students will be asked to focus on a particular field of leadership (political, organizational, community, educational, etc.) and interact together around current issues in that field with an emphasis on ethical issues and how to be a change agent within that leadership area. Prerequisite: LDR-200. This course is designed to be taken later in the program when most, if not all, leadership courses have been taken.

LDR 470 - Current Issues in Leadership (1 to 3)

This course is designed for students who are interested in undergraduate collaborative research, conference presentations, new topic explorations, and publications in the field of leadership studies. Current topics are chosen for leadership scholarship discussions either hosted by the department of Leadership Studies or by national and/or international visits. Students through peer or faculty collaborations will engage in field research, cross-cultural contexts assessment, conference attendance and presentations. Students will explore current topic or issues in leadership studies relevant to their needs and the mission of the Leadership Studies program. The instructor will develop a specific course description based on the chosen topic in leadership.

LDR 475 - Leadership Project (Leading for Community Improvement) (3)

In this course students will conduct an individual field project providing leadership to a community improvement project that they identify and implement through mobilizing others. Students will utilize the learning gained from the leadership major and put that learning into action in a true service-learning design. This course is available to students who are majoring in Leadership and have completed most, if not all, the other leadership courses.

LDR 475H - Leadership Project (Leading for Community Improvement) Honors College Thesis (3)

In this course students will conduct an individual field project providing leadership to a community improvement project that they identify and implement through mobilizing others. Students will utilize the learning gained from the leadership major and put that learning into action in a true service-learning design. This course is available to students who are majoring in Leadership and have completed most, if not all, the other leadership courses.

LDR 480 - Leadership Capstone Seminar (3)

In this course students will be asked to focus on a particular field of leadership (political, organizational, community, educational, etc.) and interact together around current issues in that field with an emphasis on ethical issues and how to be a change agent within that leadership area. Prerequisite: LDR-200. This course is designed to be taken later in the program when most, if not all, leadership courses have been taken.

LEAD - Leadership

LEAD 540 - Non-Profit Management (3)

This course explores key non-profit management principles and skills, particularly those that are unique to churches and faith-based organizations. It will deal with the planning missteps that bring growing non-profit organizations, including churches, to a halt. It will also address strategic issues such as: when and how to introduce new ideas, meeting organizational needs without stifling spiritual needs, how and when to add multiple celebration experiences, prayer strategies to maintain focus, why building too soon or too big will stunt organizational growth, planning realistic budgets for growth without overestimating potential, and how to "cell" a growing organization. (Practical)

LEAD 560 - Power, Change, and Conflict Management (3)

This course examines several theories of the nature of change and change management as they interface with church management and administration. The course particularly examines the nature of power structures within the congregation and how to facilitate constructive change while maintaining fidelity to the mission of the group. (Practical)

LEAD 600 - Congregational Leadership (6)

This course is a comprehensive, integrative approach to the leadership and management of a congregation, beginning with biblical foundations and ending with the tools needed to lead in the church today. Topics range from the recruitment of staff and volunteers to managing conflict. The course involves problem based case studies from the student's context and so requires that the student currently be in an approved ministry setting. Prerequisite: MDIV-500

LEAD 600ES - Congregational Leadership (6)

This course is a comprehensive, integrative approach to the leadership and management of a congregation, beginning with biblical foundations and ending with the tools needed to lead in the church today. Topics range from the recruitment of staff and volunteers to managing conflict. The course involves problem based case studies from the student's context and so requires that the student currently be in an approved ministry setting. Prerequisite: MDIV-500

LIT - Literature**LIT 242 - Literature and Ideas (3)**

This course is intended to challenge students to evaluate, analyze, and synthesize a variety of literature. Literary elements such as plot, setting, conflict, characterization, and point of view will be applied. The literary collection is organized through a focus on theme and requires students to critically examine their own thoughts and 21st century viewpoints. Not open to students with credit in ENG-242.

MAT - Math**MAT 100 - Analysis of Data & Research (3)**

An introduction to basic statistical concepts and some of their social applications. Students will review ethical data collection, interpretation of data, the idea of causation and relationships amongst variables, the role of government statistics, and chance in everyday life. Students may not earn credit in both MAT-100 and MAT-112 or MAT-204.

MAT 100B - Statistics for Business Research and Data Analysis (3)

An introduction to business applications of descriptive statistical concepts using spreadsheets for basic statistical analysis. Topics include research concepts, statistical analysis, graphical representation of data, measures of central tendency and variation, and the normal probability distribution.

MAT 101 - Introductory Algebra (3)

A study of introductory algebra plus applications in geometry. This course is intended for those students who need improvement in skills of mathematics and preparatory work before taking college mathematics courses. Topics include polynomials and solving and graphing systems of linear equations and inequalities. This course does NOT satisfy the general education math/computer requirement. Only open to students who have not satisfied the math preparatory requirement.

MAT 104 - Sample Surveying (3)

A course in elementary survey sampling that uses the survey questionnaire as the main focus of learning. This course will introduce the basic concepts and techniques of statistics while using practical lessons in survey design and development. Team work will be a significant part of the course along with using statistical computer software in conjunction with collection, summarization, analysis, and interpretation of real data. This course meets the general education math/computer requirement. Prerequisite: Satisfaction of mathematics preparatory requirement.

MAT 107 - Contemporary Mathematics (3)

A study of contemporary mathematical topics including networks and graphs, basic statistics, optimization, and codes. Emphasis is on translating real-world scenarios into mathematical models, solving by either algebraic techniques or mathematical software, and communicating the results. This course meets the general education math/computer requirement. Prerequisite: Satisfaction of mathematics preparatory requirement.

MAT 108 - Modern Concepts of Mathematics (3)

An introductory course for non-math majors, this course uses applications from the world today to combine critical thinking with mathematical skills. Quantitative problem solving techniques and decision-making methods are applied toward both personal and professional experiences in everyday living.

MAT 109 - Foundations of College Math (3)

This introductory math course prepares students for college-level algebra content. Foundational concepts covered in this course include algebraic expressions, equations, inequalities, polynomials, factoring, rational expressions and exponents, and graphs. (This course must be passed with a "C" or higher in order for a student to take MAT-116)

MAT 110 - Business Mathematics (4)

A study of the basic arithmetic and algebra used most commonly in general business operations.

MAT 111 - Mathematics for Elementary Teachers (3)

A mathematics content-based course for the prospective elementary school teacher that combines practical application of experiencing mathematics and critical thinking for problem solving. Topics reflect the NCTM standards for mathematics content at the elementary level, such as numeration systems, set theory, the real number system, algebra, geometry, measurement, probability and statistics. This course meets the general education math/computer requirement. Prerequisite: Satisfaction of mathematics preparatory requirement. Only open to elementary education majors

MAT 112 - General Statistics (3)

An introduction to elementary concepts in descriptive and inferential statistics using applications from various disciplines. Students will gain experience with usage of statistical software. Topics include data collection and summarization, random variables and probability distributions, linear correlation and regression, confidence intervals, and hypothesis testing. This course will meet General Education requirements. Prerequisite: Satisfaction of the mathematics preparatory requirement.

MAT 113 - College Algebra With Modeling (3)

A study of algebraic, exponential, and logarithmic functions from analytic, graphical, and numerical points of view. Additional topics include solutions of equations, inequalities, and systems of linear equations; curve fitting; and algebraic operations. Emphasis on problem solving and modeling, supplemented by mathematical software. This course will meet General Education requirements. Prerequisite: Math SAT above 460 (Math ACT 19 or above) or permission of division.

MAT 114 - Trigonometry (3)

Topics to be covered include trigonometric functions, analytic trigonometry, polar coordinates, and conic sections. Prerequisite: MAT-113 or equivalent.

MAT 116 - Contemporary College Algebra (3)

This conceptually-driven course will enable students to use mathematical language and models to describe real world mathematical relationships. Students will become familiar with linear and quadratic functions, graphs of functions, polynomial functions, rational and exponential functions, and systems of equations and inequalities. Students will become competent with technical tools used to visualize algebraic relationships. (Students must receive a C or higher in MAT-109 to take this course).

MAT 120 - College Algebra/Trigonometry (4)

A course intended to strengthen algebraic and trigonometric concepts and to prepare students for higher level college courses such as calculus. Topics to be covered include systems of equations, inequalities, functions and their graphs, trigonometric identities, analytic trigonometry and conic sections. Prerequisite: Equivalent of two years of high school algebra; Math SAT is required to be above 460 (Math ACT above 18).

MAT 130 - Applied Calculus (3)

Students will use derivatives and integrals on applications for business and science. This course provides classroom based lecture format. Intended for non-mathematics majors. A student may not earn credit in both MAT-130 and MAT-253. Prerequisite: MAT-113 or equivalent or permission of the division.

MAT 204 - Applied Statistics I (3)

An in-depth introduction to descriptive and inferential statistical procedures including graphical and numerical data summary, basic principles of sampling and experimental design, random variables and probability distributions, estimation and hypothesis testing, contingency table analysis, and correlation and regression. Emphasizes conceptual understanding of statistical procedures and their implementation using statistical software. Prerequisite: Math SAT above 460 (Math ACT above 18) or a grade of "C" or above in MAT-104. Students may not earn credit in more than one of MAT-100, MAT-112, or MAT-204.

MAT 211 - Mathematics for Elementary Teachers II (3)

A continuation of MAT-111. This mathematics content course reflects the NCTM standards and includes extensive coverage of geometry and measurement along with selected topics from probability, data analysis, and modeling. Emphasizes mathematical reasoning, problem solving, and communication. Prerequisite: MAT-111 or permission of the Division.

MAT 223 - Introduction to Mathematics Via Discrete Processes (3)

An introductory mathematics course designed to raise awareness of the mathematics discipline and acquaint students with a range of intellectual and professional activities within the mathematical science community. The mathematical content of the course focuses on discrete processes. Topics include set theory, logic and proof, mathematical induction, combinatorics, and graph theory. Open to mathematics and mathematics education majors as well as others interested in mathematical career possibilities.

MAT 253 - Calculus I (4)

An introduction to differential and integral calculus of a single variable using polynomial, logarithmic, exponential and trigonometric elementary functions. A study of the concepts of limit, continuity, derivative, and integral using interdisciplinary applications and computer software. Prerequisite: MAT-120 or equivalent or permission of the Division.

MAT 254 - Calculus II (4)

Differential and integral calculus with applications in area, volume, and surfaces. Additional topics of study include techniques of integration, parametric equations and polar coordinates, and infinite series representation of functions. Prerequisite: MAT-253 or equivalent.

MAT 255 - Calculus III (4)

A study of multivariable calculus including continuity and differentiability of functions of several variables, partial derivatives, extrema, multiple integrals, line integrals, surface integrals, and Stoke's Theorem. Prerequisite: MAT-254 or equivalent.

MAT 280 - Linear Algebra (3)

An introduction to the theory and application of linear algebra. Topics include systems of linear equations, matrix algebra, determinants, vector spaces, eigenvalues and eigenvectors, and linear transformations. Prerequisite: MAT-253.

MAT 293 - Introduction to Mathematical Proofs (1)

This introduction to mathematical proofs course is designed to encourage mathematical reasoning and critical thinking. Topics include direct proofs, indirect proofs, and strategies for creating proofs.

MAT 294 - Mathematical Figures and Properties (2)

This course is designed to enable students to understand geometric models that describe real world phenomena. Foundational concepts include triangles, quadrilaterals, polygons, circles, area, and volume.

MAT 296 - Studies in Mathematics (1 to 3)

A course in topics of current interest in mathematics. See schedule for specific content. Prerequisite: Permission of instructor.

MAT 304 - Applied Statistics II (3)

A continued study of estimation and hypothesis testing procedures from Applied Statistics I. Topics include simple, multiple, and logistic regression analysis of variance and covariance; and nonparametric procedures. Prerequisite: MAT-204.

MAT 305 - Statistics for Social Sciences (3)

This is an upper-division course for the Social Sciences. Topics include measures of central tendency and dispersion and graphical representation of data. Other topics include inferential statistical theory and hypothesis testing for statistical significance. Bivariate and multivariate measure of statistical relationship include chi square, nominal and ordinal measures of association, correlation and regression, analysis of variance, and multiple correlation and regression techniques. Factor analysis and analysis of covariance are briefly introduced. Primarily for students concentrating in psychology, sociology, social work, criminal justice, or political science. Prerequisites: Math SATI 450 (SAT 410) or ACT 19 or MAT-112 or MAT-204.

MAT 322 - Mathematical Modeling I (4)

An introduction to the principles and process of mathematical modeling. This course incorporates several projects in which students model open-ended scenarios from various disciplines. Relevant mathematical techniques, such as curve-fitting and optimization, are included on an as-needed basis. Various software packages and lab experiments are also incorporated. Prerequisite or corequisite: MAT-280.

MAT 324 - Mathematical Modeling II (4)

The development and extension of the modeling process using higher level mathematical concepts in calculus and differential equations. Problem-solving techniques for finding solutions to open-ended scenarios are discussed, developed, and demonstrated by the students using the modeling process, and statistical computer software. Interdisciplinary applications beneficial to both mathematics and science majors. For some students, an opportunity to participate in COMAP contest. Prerequisite: MAT-254 or equivalent.

MAT 333 - Modern Geometry (4)

A critical study of the foundations of geometry in which Euclidean and non-Euclidean geometries are explored and compared. A sound logical basis is then built for Euclidean geometry within the framework of Hilbert's postulates. Prerequisite or co-requisite: MAT-254 or permission of the Division.

MAT 342 - Number Theory (3)

A study of the theory of numbers that includes concepts about the fundamental theorem of arithmetic, theory of prime numbers, Diophantine equations, congruences, Euler's Theorem, and number theoretic functions. Prerequisite: MAT-223.

MAT 344 - Modern Abstract Algebra (3)

An introductory study of significant algebraic structures and their properties. Introduction to group theory including cyclic groups, permutations, Lagrange's Theorem, product groups, First Isomorphism Theorem, and Finite Abelian Groups. Introduction to rings and fields, including polynomial rings and factorization. Prerequisite: MAT-342.

MAT 351 - Financial Mathematics I (3)

An introduction to financial mathematics with emphasis on the theory behind formulas for present and accumulated values of cash flows. Topics include simple and compound interest, the time value of money, cash flows, yield rates, annuities, loans, and bonds. Also includes an introduction to financial economics, examining mathematical formulas for forwards, futures, options, hedging and swaps. This course prepares students for the second required examination (FM/2) in the Actuarial Profession. Prerequisites: MAT-253 and MAT-223.

MAT 353 - Differential Equations (3)

A study of ordinary differential equations including classification, theory and common solution techniques of linear equations, basic numerical and qualitative methods, power series solutions, Laplace transform methods, linear systems, and applications. Prerequisites: MAT-254 and MAT-280.

MAT 354 - Introduction to Operations Research (3)

An introduction to linear programming, integer programming, and dynamic programming. This course will be offered as needed. Prerequisite: MAT-280.

MAT 363 - Mathematical Statistics I (3)

An introduction to the theory of probability and statistics using basic concepts of probability and its laws, probability distributions for discrete and continuous random variables, mathematical expectation, and sampling theory. Multivariate probability distributions are examined, along with methods of distribution functions, transformations and moment-generating functions. Prerequisites: MAT-255.

MAT 364 - Mathematical Statistics II (3)

A continued study of the theory of probability and statistics covering sampling distributions, The Central Limit Theorem, methods of estimation, and hypothesis testing. Analysis of variance and chi-square will be derived theoretically and then applied to various designs of experiments. Prerequisite: MAT-363.

MAT 370 - Statistical Research Design I (3)

An introduction to experimental design using statistical inference as the basis for applying statistical tests to various parameters. Design of experiments will include single factor experiments using analyses of variance, randomized block and Latin Square Designs. Factorial experiments will be explored in depth, and regression techniques will be extended to include multiple regression. Prerequisite: MAT-304.

MAT 371 - Statistical Research Design II (3)

A continuation of experimental design reinforcing elementary models and including complex design methods. Topics will include fixed, random and mixed models, nested experiments, and covariance analysis. A survey of factorial experiments will include split-plot designs, confounding and replication. Prerequisite: MAT-370.

MAT 373 - Numerical Analysis (3)

A study of the operation, efficiency, and accuracy of numerical algorithmic processes. Topics include rates of convergence, analysis of error, solution of equations, interpolation, numerical integration and differentiation, solution of linear systems, and approximation/curve-fitting. Prerequisites: MAT-254, MAT-280 and CIS-125.

MAT 391 - Directed Studies in Math (1 to 2)

This course prepares students to perform basic research in which they learn to use Off Campus Library Services (OCLS), electronic periodical indexes, and information resources. Students will identify and select appropriate material for inclusion in a college level research project which will be submitted at the conclusion of the course. (1 or 2 credit hours)

MAT 396 - Advanced Studies in Mathematics (1 to 3)

A course in advanced topics of current interest in mathematics. Specific content varies term by term but will be announced before registration begins for the semester of offering. Prerequisite: Permission of instructor.

MAT 399H - Honors College Thesis/Project (3)

Work with a faculty mentor and in cooperation with an Honors College advisor, producing a research thesis or creative project.

MAT 444 - Advanced Algebra (3)

A continuation of MAT-344 Modern Abstract Algebra. Topics include advanced group theory, theory of factorization, extension fields, Galois theory, and selected applications. Prerequisite: MAT-344.

MAT 446 - Advanced Calculus (3)

An advanced multivariate treatment of calculus for the mature student of mathematics. This course will present derivation of the properties of continuity, differentiation, integration and convergence using the fundamental concepts and theorems of analysis. Applications in differential geometry and vector calculus will build on previous calculus experience. Prerequisite: MAT-255 or MAT-353.

MAT 455 - Point Set Topology (3)

A study of metric spaces and general topological spaces. Continuity, connectedness, compactness, separation, completions, product spaces, and quotient spaces. Prerequisite: MAT-255.

MAT 456 - Elementary Real Analysis (3)

A theoretical study of single variable calculus. Topics include the real number system, sequences, limits, continuity, derivatives, Riemann integrals, and convergence of series. Emphasis will be placed on understanding, writing, and communicating proofs. Prerequisite: MAT-255.

MAT 457 - Complex Variables (3)

An introduction to functions of a single complex variable. Topics include complex numbers, analytic and harmonic functions, mappings, integration techniques and theory, series, and residues. Prerequisite: MAT-255.

MAT 475 - Independent Learning-Mathematics (1 to 3)

Individually arranged reading, problem solving, or research in higher mathematics or statistics. Prerequisite: Approval of department.

MAT 481 - History & Foundations of Mathematics (3)

A classical historical approach to the study of the foundations of mathematics. Contributions of ancient cultures such as the Egyptians, Babylonians, Greeks, Chinese, Hindus and Arabs are considered, as well as the transmission of mathematics into Europe from antiquity through the twentieth century. A comprehensive overview of the various branches of mathematics, such as number theory, logic, geometry, analysis, probability, and statistics is given using concrete applications and high level abstract thinking. Prerequisite: MAT-342.

MAT 485 - Mathematics Internship (1 to 3)

A mathematical/statistical work experience individually arranged with an employer or volunteer agency. Internships must be preapproved by the Mathematics Department Coordinator for suitable placement and determination of the number of credits. Requirements at the end of the experience include a presentation to the Department as well as student and employer evaluations, a journal, and a paper submitted to the Coordinator. The course may be repeated for credit; a maximum of 4 credits may be applied to a major within the Math Department. Prerequisite: Junior or senior status.

MAT 490 - Math Senior Seminar (2)

A capstone course designed to integrate Christian faith, mathematics, philosophy, and other disciplines. Emphasis will be placed on researching and presenting advanced topics in mathematics. The relationships between the world changing mission of the university, truth, and the student's mathematical career will also be explored. The Major Field Achievement Test in Mathematics will be administered. Prerequisite: Senior standing in a major offered through the Mathematics Department.

MAT 495 - Research in Mathematics (1 to 4)

Students will engage in a research project in conjunction with a faculty member. Designed for mathematics majors who plan on graduate level work. This course may be repeated for up to 4 credits total. Prerequisite: At least sophomore standing and permission of instructor.

MDIV - Master Divinity

MDIV 500 - Pastor, Church & World (3)

This course introduces and overviews the six praxis domains of the Master of Divinity curriculum: mission, congregational formation, congregational life, proclamation, worship, and leadership. It also presents the foundational components of each practical domain: biblical, theological, and historical. This course is a prerequisite for all subsequent praxis courses.

MDIV 510 - The Bible As Christian Scripture (3)

This course develops the two-fold skills of 1) reading the Bible in context and 2) reading it with the eyes of a Christian. The classic tools of inductive Bible study are presented alongside strategies for appropriating the Bible today.

MDIV 530 - Cultural Contexts of Ministry (3)

This course explores the most relevant contexts in which a person's ministry takes place, including the unity and diversity of local contexts, social and cultural contexts, denominational contexts, national and global contexts, as well as the kingdom context. Special attention is given to the broader Christian context of the cohort, such as the roots of American denominationalism for North Americans.

MDIV 540 - Introduction to Christian Theology (3)

This course reviews the historic beliefs of orthodox Christianity, including the nature of revelation, God, Christ, the Spirit, creation, humanity, sin, salvation, the church, and the end of the age.

MDIV 580 - Global Christian History (3)

This course surveys the progress and development of Christianity around the world from its inception to the present day, with special attention to the rise and anticipated dominance of two-thirds world Christianity in the southern hemisphere.

MDIV 500ES - Pastor, Church & World (3)

This course introduces and overviews the six praxis domains of the Master of Divinity curriculum: mission, congregational formation, congregational life, proclamation, worship, and leadership. It also presents the foundational components of each practical domain: biblical, theological, and historical. This course is a prerequisite for all subsequent praxis courses.

MDIV 610 - Spiritual Formation: Change & Transformation (1)

This course examines how change takes place in individuals. In addition to theories of personal change, special attention is given to historic examples of personal change.

MDIV 611 - Spiritual Formation: Self Awareness & Appraisal (1)

This course focuses on self-discovery and personal appraisal through a variety of personal and professional assessment tools. Prerequisite: MDIV-610

MDIV 612 - Spiritual Formation: Goal Setting & Accountability (1)

This course begins the process of change in previously identified areas of need through goal setting and accountability. Prerequisite: MDIV-611

MDIV 613 - Spiritual Formation: Mentoring & Spiritual Direction (1)

This course involves the connection of the minister with a spiritual mentor to whose spiritual direction they are willing to submit. The process of growth through mentoring is learned and implemented. Prerequisite: MDIV-612

MDIV 614 - Spiritual Formation: Personal & Corporate Disciplines (1)

This course covers the classical inward, outward, and corporate spiritual disciplines, which are carefully placed within the context of an overall process of change. Prerequisite: MDIV-613

MDIV 615 - Spiritual Formation: Recovery & Deliverance (1)

This course focuses on the accomplishment of change and the goals set at the beginning of the spiritual formation sequence, with particular attention to recovery and or deliverance from obstacles to healthy spiritual growth. Prerequisite: MDIV-614

MDIV 630 - Missional Church (6)

This course is a comprehensive, integrative approach to missional Christianity, beginning with biblical foundations and ending with the tools needed to facilitate mission, church multiplication, and service in the church today. Topics range from the classical fields of evangelism, church growth, and global missions to volunteerism and service to the world in its economic and social dimensions. The course involves contextually appropriate missional ministry and so requires that a student currently be in an approved ministry setting. Prerequisite: MDIV-500

MDIV 640 - Congregational Leadership (6)

This course is a comprehensive, integrative approach to the leadership and management of a congregation, beginning with biblical foundations and ending with the tools needed to lead in the church today. Topics range from the recruitment of staff and volunteers to managing conflict. The course involves problem based case studies from the student's context and so requires that the student currently be in an approved ministry setting. Prerequisite: MDIV-500

MDIV 650 - Christian Worship (6)

This course is a comprehensive, integrative approach to Christian worship, beginning with biblical foundations and ending with the tools needed to facilitate it in the church today. Topics range from administration of the historic sacraments and ordinances of the church to the use of music and media arts in contemporary worship. The course involves problem based case studies from the student's ministry context and so will require that the student currently be in an approved ministry setting. Prerequisite: Pastor, Church, and World.

MDIV 660 - Christian Proclamation (6)

This course is a comprehensive, integrative approach to Christian proclamation, beginning with biblical foundations and ending with the tools needed to communicate effectively in specific settings. Topics range from a theology of revelation to sermon preparation and various kinds of sermon. The course involves the practice of proclamation and so requires that a student currently be in an approved ministry setting. Prerequisite: MDIV-500

MDIV 670 - Congregational Spiritual Formation (6)

This course is a comprehensive, integrative approach to the education and transformation of a congregation, beginning with biblical foundations and ending with the tools needed to educate and transform a congregation into a holy people today. Topics range from developmental theories to pedagogical techniques. The course involves the practice of education and formation and so requires that a student currently be in an approved ministry setting. Prerequisite: Pastor, Church, and World.

MDIV 680 - Congregational Relationships (6)

This course is a comprehensive, integrative approach to the care and fellowship of a congregation, beginning with biblical foundations and ending with the tools needed to facilitate wholeness in individuals and groups today. Topics will range from counseling theories to facilitating healthy relationships and assimilation in a congregation. The course involves problem based case studies from the student's context and so requires that the student currently be in an approved ministry setting. Prerequisite: MDIV-500

MDIV 695 - Integration Capstone (3)

This course completes the Master of Divinity degree with an assessment of the progress made in the program, the collection of materials into a ministerial portfolio, and the creation of a five year plan for future ministry and personal development.

Prerequisite: Completion of all six praxis courses.

MDIV 695ES - Integration Capstone (3)

This course completes the Master of Divinity degree with an assessment of the progress made in the program, the collection of materials into a ministerial portfolio, and the creation of a five year plan for future ministry and personal development.

Prerequisite: Completion of all six praxis courses.

MED - Master of Education Program

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MED ORE - Orientation to the Master of Education Program (0)

The Indiana Wesleyan University M.Ed. Orientation course is designed to provide students with the opportunity to get to know the members of their cohort, to gain understanding of the university structures and policies as they relate to the program, to become acquainted with Indiana Wesleyan University's learning management system, Blackboard, and to gain an understanding of the policies and procedures of both the IWU School of Educational Leadership and the M.Ed. program.

MGMT - Management

MGMT 500 - Applied Management Theory (3)

This course focuses on the functions of management, along with a conceptual framework and the practical skills necessary for managing effectively in the global business environment. Particular emphasis is placed on developing critical thinking skills and enhanced cultural awareness to analyze and develop creative solutions to challenging management dilemmas.

MGMT 512 - Ethical and Legal Aspects of Management (3)

In this course students will examine business ethics and social responsibility as deliberate organizational development strategies in a competitive global environment. Students will engage in decision-making exercises that take into account biblical standards, ethical theories, business law, and regulatory compliance as the bases of professional conduct.

MGMT 520 - Organizational Behavior (3)

This course provides students with the knowledge and skills needed to understand the roles of leaders in affecting people behaviors in a diverse global environment. Students will apply a biblical worldview to concepts of organizational behavior on topics that include employee characteristics, technological influences, diversity, and cross-cultural competency.

MGMT 522 - Business Strategy and Policy (3)

This course contextualizes the functions of business within a framework of strategic management that considers the direction and goals of an enterprise; social, political, technological, economic, and global factors; industry and market structures; and organizational strengths and weaknesses. Emphasis is placed on the critical analysis of businesses from a general management perspective and the development and evaluation of biblically based business policies and ethical business strategies tailored for specific industry and organization situations. Additionally, students will consider the role of social responsibility in creating value and ensuring sustainable organizational success.

MGMT 528 - Global Management (3)

This course focuses on technological, social, political, ethical, and organizational issues and opportunities resulting from globalization. Students will develop the global management competencies that are required for organizations to achieve strategic success and sustainable growth. By participating in a cross-cultural service learning project, students will increase multi-cultural competence and develop skills in cross-cultural negotiation and communication.

MGMT 532 - Leadership and Organizational Change (3)

This course examines the roles managers play in implementing change, the challenges associated with managing planned and unplanned organizational change, and approaches to the implementation and anchoring of change. Students will study change

interventions that drive organizational renewal while paying careful attention to ethical communication and communication management, employee care, positive work culture, and strategic alliances.

MGMT 533 - Personal and Professional Competencies for Leadership (3)

Research reveals that leaders with a firm grasp on their identity are more effective than those who do not possess this knowledge. This course is designed to assist students in the self-discovery of their strengths, personality types, and conflict management styles. It will also examine the importance of Godly character and how individuals make decisions that stem from their character. By exploring these personal attributes in conjunction with the spiritual reality of their identity in Christ, the participants in this course will gain a greater understanding of how they can manage effectively.

MGMT 534 - Management Theory for Constituent Engagement (3)

Researchers are constantly producing new and rich information to increase the effectiveness of managers. This class will inform students of "best practice" techniques in management theory so managers can better inculcate their vision and values to the organization and its constituents. To that end, leveraging technology for value creation is highly important to engage one's audience, because new technologies can promote causes and inform both the organization and the general public of relevant events. By employing current social media tools to engage their constituents, this class can inform managers how to best build a platform to communicate their goals.

MGMT 540 - Non-Profit Development and Advancement (3)

Candidates in this course evaluate non-profit development strategies and assess the market structure and environments to determine the crucial factors impacting development. Candidates create advancement strategies for donor development, donor relations, grants, network development, branding, and corporate sponsorships that result in sustainable funding. Candidates use a biblical framework to develop an integrated marketing communication strategy to all stakeholders incorporating emerging media.

MGMT 541 - Innovation Management (3)

Candidates in this course evaluate organizational cultures and structures that support innovation, continuous improvement and provocation, and assess leadership and motivational theories for adaptability and visioning within a biblical framework. Candidates create project plans utilizing organizational resources to accomplish desired change, and develop communication, collaboration, and human capital strategies for innovation and change.

MGMT 590 - Applied Management Capstone (3)

This course presents opportunities for students to demonstrate an integrated understanding of sound business principles, biblical and ethical standards, and best practices in management. Students will complete a previously approved project that involves a product, service, or organizational unit as the focus for development of an idea or resolution of a business problem. Working in close consultation with the course instructor, students will formulate and defend a plan of action for the identified opportunity or problem and prepare a formal presentation of the completed project.

MGT - Management

MGT 205 - Professional Communication (3)

The importance of professionalism in all types of communication will be stressed. In addition to speaking and writing skills, special emphasis will be placed on listening skills, interpersonal communication, and presentation skills.

MGT 302 - Management and Leadership (3)

This course provides an introduction to management and leadership styles, strategies, and applications for planned change within global organizations today. Students will demonstrate an understanding of academic expectations, university policies and procedures, learning, and technology. Students will apply critical thinking skills to evaluate appropriate interventions for organizational challenges in structure, control, and culture. Students will create an ethical strategy and standard for leadership during decision-making and problem solving that considers a biblical perspective.

MGT 412 - Financial Planning and Control Systems (3)

The analysis of managerial planning and control systems with emphasis on the development and administration of the budget and financial support systems.

MGT 421 - Strategies in Marketing Management (3)

Students will evaluate the relationship of the market environment to ethical marketing decisions using a biblical framework. Students will identify the target market and effective market strategies using market research data. Students will compare and contrast social media, traditional media sources, and branding strategies while appraising marketing mix variables and marketing channels for effectiveness in implementing marketing strategies.

MGT 425 - Issues in Ethics (3)

A study of representative ethical theories as they relate to various contemporary problems in management (business). Special consideration will be given to the application of Christian ethical principles to values clarification and decision-making in the business world.

MGT 432 - Organizational Behavior (3)

A study of organizational theory and application. The managerial functions of planning, controlling, staffing, directing, and motivating are explored in the context of both individual and group behavior.

MGT 433 - Personal and Professional Competencies for Leadership (3)

Research reveals that leaders with a firm grasp on their identity are more effective than those who do not possess this knowledge. This course is designed to assist students in the self-discovery of their strengths, personality types, and conflict management styles. It will also examine the importance of Godly character and how individuals make decisions that stem from their character. By exploring these personal attributes in conjunction with the spiritual reality of their identity in Christ, the participants in this course will gain a greater understanding of how they can manage effectively.

MGT 434 - Management Theory for Constituent Engagement (3)

Researchers are constantly producing new and rich information to increase the effectiveness of managers. This class will inform students of "best practice" techniques in management theory so managers can better inculcate their vision and values to the organization and its constituents. To that end, leveraging technology for value creation is highly important to engage one's audience, because new technologies can promote causes and inform both the organization and the general public of relevant events. By employing current social media tools to engage their constituents, this class can inform managers how to best build a platform to communicate their goals.

MGT 435 - Human Resources Management (3)

This course provides an introduction to the field of human resource management, its purpose, and how it functions within a business setting to address the issues related to staffing; workforce planning and employment; human resource development; compensation and benefits; employee and labor relations; and occupational health, safety, and security. Integrated into the application of the HR functions are strategic management, employment law and ethics, globalization, and managing the diverse workforce. Emphasis is placed on HR's role in the organization and the knowledge, competencies, and skills necessary to integrate business and HR strategies.

MGT 440 - Management of Employee Relations In a Service Environment (3)

This course explores managerial decision-making and action as these concepts apply to labor-management relations in a service environment. The course will provide hands-on exploration of time, information, and power as they affect positive win-win results through creative problem-solving processes.

MGT 441 - Philosophy of Corporate Culture (3)

A capstone study of the philosophical assumptions upon which American business and management are based. The course defines corporate culture as a contemporary phenomenon distinguishable from the historical roots of traditional labor and management.

MGT 445 - Ethical and Legal Business Concepts (3)

Students in this class will apply a biblical perspective on ethical issues that confront today's businesses. Students will integrate how ethical values influence individual and business effectiveness, compare and contrast major ethical theories, and apply basic legal reasoning to develop sound business decisions. Students will assess the influence on commerce of major legal, regulatory, and environmental factors and analyze the concept of social responsibility from an ethical and legal perspective.

MGT 450 - Negotiation/Conflict Resolution (3)

Using simulation, case studies, and fieldwork assignments, this course focuses on the development of the communication and management skills essential for successfully resolving conflict situations involving both labor and management practices and the structural dysfunctions of organizations.

MGT 451 - Quality and Project Decision-Making for Managers (3)

Students in this course explore the historical concepts of quality and project management. Multiple quality management processes will be compared and contrasted. Students will also evaluate from a biblical perspective the planning, teamwork, and management decisions necessary in a project management role.

MGT 460 - International Issues in Business (3)

The students will compare and contrast globalized market environments to recognize business opportunities. The students will identify appropriate structures and develop global strategies for accomplishing organization goals. In addition, the students will evaluate how their personal worldview affects their global business opportunities and operations.

MGT 470 - Total Rewards (3)

This course focuses on how organizations use pay systems and benefits plans to achieve organizational goals. Topics encompass the strategic implementation, administration, maintenance, and control of a comprehensive compensation and benefits program, including an examination of current theory and application.

MGT 490 - Human Resources Development (3)

The course will emphasize the importance of developing, implementing, and evaluating activities and programs addressing employee training and development, performance appraisal, talent and performance management, and the unique needs of employees to ensure that the knowledge, skills, abilities, and performance of the workforce meet current and future organizational and individual needs. Students will be challenged to establish their own plan for personal and career development and lifelong learning and will complete a training and development project intended to be a realistic job preview.

MGT 494 - Comprehensive Overview of HRM (3)

The course is designed to provide students with an overview of key areas in human resource management. Coursework corresponds to the six functional areas, responsibilities, and associated knowledge as defined by the Human Resource Certification Institute (HRCI) that forms the basis of the Professional in Human Resources (PHR) and the Senior Professional in Human Resources (SPHR) certification testing. Review topics include: Strategic Management, Workforce Planning and Employment, Human Resource Development, Total Rewards, Employee and Labor Relations, and Risk Management. Prerequisites: Completion of balance of courses for the HRM Specialization.

MGT 496 - Applied Management Project (3)

This course is designed to demonstrate that the student has developed the ability to integrate a diverse management education with several years of practical experience for the purpose of solving a case study management problem of special significance to the student.

MGT 510 - Theory and Practice of Leadership (3)

In this course students will survey the current literature on the topic of leadership. A solid foundation of research and theory will be laid to form the context for more specific topical study throughout the Master of Science in Management program. Special emphasis will be placed on the knowledge, skills, attitudes, and values involved in "servant leadership."

MGT 513 - Managerial Economics (3)

An overview of basic economic theory necessary for establishing, revising, and interpreting business policy. Emphasis will be given to the identification and interpretation of macro-and micro-economic phenomena necessary for sound management decision-making.

MGT 517 - Managerial Finance (3)

The application of contemporary finance theory to the solution of management problems as defined by selected cases and the working experience of course participants.

MGT 518 - Communication in Organizational Settings (3)

This course will explore the major management issues related to communication patterns in an organizational setting. Strategies for diagnosing and dealing with communication problems will be discussed. Students will be called upon to critically evaluate the possibilities and dilemmas of current and future communication technologies.

MGT 524 - Finance for Managers (3)

This course will provide an overview of the objectives and methods of finance for managers. The course will provide managers with an understanding of financial reports of a company with the main focus on assisting developing managers in becoming more comfortable dealing with financial issues and in understanding and avoiding potential accounting abuses.

MGT 525 - Managerial Ethics (3)

An analysis of the major ethical theories as they relate to contemporary management situations. The course emphasizes the ethical responsibilities of management as well as the practical application to managerial decision-making.

MGT 530 - Strategy Formulation (3)

Students will enhance their skills in developing mission and vision for a business, setting objectives, and formulating strategies to meet those objectives. Consideration will be given to analysis of external and internal environments and to the formulation of a business plan.

MGT 532 - Human Relations and Organizational Behavior (3)

An examination of personnel management and human relations theory in relationship to the design and evaluation of organizational structures in contemporary businesses and public agencies.

MGT 535 - Legal Issues for Managers (3)

This course will provide an overview of legal issues for managers. It will introduce the student to the legal system and the legal environment of business. Topics include civil procedure, alternative dispute resolution, agency, administrative law, torts, contracts, sales, product liability, employment law, labor law, and forms of doing business.

MGT 540 - Motivation, Development, and Change (3)

Students will examine the problems and dynamics of organizational change. Various leadership strategies and resources, which may facilitate change and on-going personal development, will be studied. Students will be asked to investigate principles in a specific organizational context through the use of qualitative research methods.

MGT 541 - Applied Marketing Management (3)

A study of marketing management with emphasis on product, price, promotion, and distribution problem solving. The legal and social environment within which marketing problems occur will receive special emphasis.

MGT 544 - Analysis and Decision-Making (3)

Using case analysis as the basic tool, this course will aid the student in identifying the root causes of problems in business, identifying and analyzing options, and proposing solutions. Methods of research and creative problem solving will be explored.

MGT 550 - Seminar on Quality (3)

Through reading works of primary theorists, students will gain understanding of the different philosophies and perspectives impacting contemporary thinking in quality management. Given this context, students will research, present, and discuss issues and current practice related to quality in their own particular industry or field of endeavor.

MGT 557 - Applied Management Project (3)

The management project is designed to demonstrate that the student has developed the ability to integrate a diverse management education and several years of practical management experience for the purpose of solving a case study management problem of special significance to the student. (Note: any MSM student who has not satisfactorily completed all prior courses ("C" or better) may not register for MGT-557.)

MIN - Ministry

MIN 111 - Principles of Teaching the Bible (3)

This course is an analysis of the teaching-learning transaction. It incorporates contemporary teaching methods with the teaching ministry of Jesus. It includes insights from the social sciences and implications for developing a biblical approach, strategy, and style as a teacher.

MIN 215 - Principles of Biblical Exposition (3)

Students will learn how to create an expository message, following the process from exegesis to the communication of the message or Bible study. The student will analyze the biblical text (using the tools learned earlier in hermeneutics and exegesis courses), and extract the main ideas and put them in the form of homiletical outline. Students will also give evidence of their knowledge of this process by preparing a sermon manuscript.

MIN 268 - Introduction to Church Leadership and Administration (3)

This course serves as an introduction to the principles and practices of the administration of the local church in a Latin American context. The course examines the pastor's role as administrator of the local church and provides preparation for achieving effective management of the church.

MIN 270 - Evangelism and Discipleship (3)

This course is a study of the principles and methods of evangelism and follow-up developed by the Billy Graham Evangelistic Association. The student learns to put into practice the best principles of evangelism. Not open to students with credit in REL-275.

MIN 310 - Introduction to Biblical Counseling (3)

This course introduces the biblical principles of counseling and outlines the process by which Christian leaders can counsel people with specific problems. The course also explores how biblical and psychological principles may be integrated and applied to counseling issues, and describes the nature and role of the counselor as a person and as a professional.

MIN 365 - Intimacy and Sexuality in Marriage (3)

This course deals with the subject of intimacy and sexuality within the context of marriage. The course also explores the concepts of identity and intimacy, as well as the common obstacles in developing intimacy. This course also deals with sex education, marriage crisis counseling, gender differences, and sexual conflict areas. Biblical perspectives will be considered.

MIN 378 - Missions (3)

This course is designed to familiarize students with the biblical basis of missions, the theology of mission, and what God has done and is doing in this world. The students learn about how churches are called to be missional communities. Not open to students who have credit in REL-275.

MIN 410 - Pastoral Care and Inner Healing (3)

This course examines individual counseling practice focusing on inner healing. The student will experience the process of life review and application of inner healing through healing experiences in some areas of conflict. Topics include: Biblical and psychological foundations of personal identity, conflict management, forgiveness, conscience, sexual health, and analysis from a Biblical anthropology theory of change.

MIN 458 - Crisis Counseling (3)

This course examines crisis situations from a psychological and biblical view, providing the tools to address the crises parishioners face. Topics include: What is the crisis? Counseling technique for suffering, depression, death and bereavement, suicide, divorce, and crisis in children. Not open to students with credit in CRJ-268.

MIN 460 - Church Growth (3)

This course is the study of the biblical principles that lead to the overall growth of the church, according to the purposes of God. This course focuses on discerning the internal and external factors that lead a congregation to grow quantitatively and qualitatively.

MIN 464 - Expository Preaching (3)

This course further develops the philosophy and practice of developing and preaching expository biblical sermons. It will also provide a careful study of the preparation and delivery of the different sermon forms. Inductive Bible study and research skills, outlining, storytelling, finding and filing sermon resource materials, and the importance of personal, spiritual, and academic preparation will be covered. The instructor and class members will evaluate sermon delivery. Not open to students with credit in REL-465.

MIN 468 - Leadership and Management in the Local Church (3)

This course explores and analyzes effective leadership and administration for ministry. Students will appraise and apply effective leadership and administrative skills. Students will practice self-evaluation for improving their personal leadership and management. Not open to students with credit in REL-468.

MIN 470 - Pastoral Counseling of Sexual Addiction (3)

This course provides the tools needed for biblically-based pastoral counseling of individuals dealing with sexual addiction and recovery.

MIN 480 - Church Planting (3)

This course is a practical and biblical approach to planting healthy churches. It focuses on both the context and the models for the establishment of new churches.

MIN 501 - Bible Lands Tour (3)

This course comprises daily lectures on a tour to the Near East with Israel as the main focus. It involves a study of actual Biblical sites, especially those revealed by archaeological excavations. While the major emphasis will be the biblical history in its geographical setting, much will be learned about the religions of Judaism and Islam, the present social structure of society in Israel, and the existing tensions between Jew and Arab. (Biblical)

MIN 503 - The Wired Church: Information Technology and the Local Church (3)

This course examines the ways in which information technology may be used to enable and enhance the congregational life and ministry of the 21st century local church. It will provide an overview of technologies that are available including such tools as church management software, financial software, and communication tools, examine principles governing effective implementation of technology in the local church, and illustrate these with case studies of effective implementations. Students will explore the positive and negative impact of the Internet as a tool to enable ministry and as a vehicle of communication to internal and external audiences. The budgeting and strategic planning aspect of technology use will also be examined. The course builds upon a foundational consideration of the "theology" of technology, the ways in which technologies shape message and interactions, and the ethics connected with the creation and use of technology.

MIN 504 - Inner Life of the Pastor: Cultivating the Character of the Shepherd (3)

This course will examine the Biblical models of character formation in the lives of those whom God calls to full-time ministry. In particular, the course will focus on the character traits of servant leadership matching the Biblical metaphor of "the shepherd" with the didactic elements of Scripture that deal with the aspects of character required of those called to vocational ministry. The course explores the emotional, psychological, relational, and moral challenges of contemporary ministry. Course participants will be encouraged to assess their own unique journey of character development and to develop a personal framework for ongoing character development as a foundation for ministry. Biblical, sociological, and counseling resources will be mined to assist ministers in creating this framework.

MIN 505 - Worship (2 to 3)

Examines the Biblical foundations and social expressions that contribute to the wide variety of worship traditions in present-day Christianity. Students also explore the Wesleyan "means of grace" and more contemporary strategies for developing a vibrant personal relationship with God.

MIN 506 - Church Rituals (1)

Combines theological reflection with practical application as students acquaint themselves with the basic rituals of worship and passage in the evangelical tradition.

MIN 507 - Minor Prophets (3)

This course focuses on the primary contribution of the Minor Prophets and examines themes which are central to their prophetic writings. The class will begin with a cursory treatment of the content of the books, continue with an interpretation of crucial components of the books within context, and conclude with a synthesis of primary themes and implications for the church today. (Biblical)

MIN 508 - Gospel of John (3)

This course will provide a careful look at the fourth Gospel, exploring authorship, background, and other critical issues. Important Johannine themes such as life, light, and Word will be examined. Exegetical skills will be taught, modeled, and practiced, enriching the student's study of the Bible. (Biblical)

MIN 509 - Greek Exegesis (3)

Intensive reading of Biblical passages in Greek, reading and exegesis of sections of the New Testament with primary concentration on one book. Emphasis on methodological theory and practice of exegesis. This course may be repeated. (Biblical)

MIN 510 - Biblical Archeology (3 to 5)

This class will examine the discipline of archaeology and its relationship with the interpretation of Scripture. The art, architecture, and artifacts uncovered in the lands of the Bible will be considered. The cultural remains at key archaeological sites in Israel will be examined, with specific attention given to the city of Jerusalem. The student's knowledge of the biblical culture may be developed through one or all of the following learning methods: student participation in archaeological field work, visiting museum collections, and classroom instruction. Travel expenses and all applicable fees required. (Biblical)

MIN 512 - Interpretation of Old Testament Writings (3)

Critical and exegetical study of a selected Old Testament book using the English Bible. Skills in interpretation will be taught, modeled, and practiced, enriching the study of the Bible. Selections vary from semester to semester. Offering to be determined. May be repeated for credit. (Biblical)

MIN 513 - Interpretation of New Testament Writings (3)

Critical and exegetical study of a selected New Testament book using the English Bible. Skills in interpretation will be taught, modeled, and practiced, enriching the study of the Bible. Selections vary from semester to semester. Offering to be determined. May be repeated for credit. (Biblical)

MIN 514 - The Four Gospels (3)

This course will examine the four Gospels from an exegetical and historic perspective. Specific attention will be given to interfacing the Gospels with current practices in both Christian living and ecclesiastical structures. (Biblical)

MIN 516 - Paul's Letters (3)

This course will examine the letters of Paul in terms of their implication for church trajectories and leadership in our times. Emphasis will be placed on Paul's keen insight into the nature of humankind and his ability to organize effective and efficient resolutions for church-related concerns. (Biblical)

MIN 517 - Pentateuch (3)

This course centers around the great historical truths of the Pentateuch and ways to understanding them in their historical setting and making application of them in the world today. (Biblical)

MIN 519 - Isaiah (3)

This course involves an in-depth study of the book of Isaiah. It will center on such themes as the nature of the prophetic message, prophecy, Messianic themes, the nature of divine holiness, and God's perspective on national moral trends. (Biblical)

MIN 520 - Psalms (3)

This course examines the Psalms through the avenue of several interpretive models. Along with exposure to the content of the psalms, it explores several types of psalms, parallelism, poetic imagery, and the intended musical character. (Biblical)

MIN 521 - American Christianity (3)

A survey of significant events and ideas in American religion from Colonial times to the present. Particular attention will be given to the development of denominationalism, revivalism, and fundamentalism in the context of cultural and theological trends. (Historical/Doctrinal)

MIN 522 - Transformational Communication (3)

This course is designed to advance the graduate student's understanding of and facility with transformational communication and/or the task of feeding a congregation spiritual truth from the Word of God. The course will focus on the three primary areas: the analytical tools needed to understand the cultural context and personal needs of the audience, the exegetical tools required to bring scriptural and Christian truths to bear on those needs, and the personal tools needed to communicate truth clearly and with conviction. The overall thrust of the course is to prepare students to understand and enact the leadership role that preaching and transformative communication plays in shaping the life of a church and other ministry contexts.

MIN 523 - Life and Ministry of Paul (3)

The course centers around the key events and contributions of Paul as found in the Acts and Pauline corpus. Moving well beyond the historical facts associated with Paul and his ministry, the course expands on his contributions to the theological, philosophical, and ecclesiastical foundations of the Christian church. (Biblical)

MIN 524 - Petrine Letters (3)

This course gives special attention to the writings generally ascribed to the Apostle Peter with complementary attention to his life and work, especially as exhibited in the book of the Acts. Special attention will be given to unique Petrine positions on such themes as the apostasy at the end of the church age, the atonement, and the nature of the church. (Biblical)

MIN 525 - Modern Theological Thought (3)

This is a study of theological thought which takes its rise in the philosophy of Immanuel Kant. The theologies of Schleiermacher, Ritschl, Troeltsch, Kierkegaard, and Barth will be examined. (Historical/Doctrinal)

MIN 526 - Themes in the History of the Church (3)

Courses with this number investigate a particular theme(s) or pattern(s) over the course of church history with a view to transforming the present course of the church. (Historical/Doctrinal)

MIN 527 - Grace, Faith, and Holiness (3)

This course examines the doctrines of the Christian Faith in their inter-relatedness, as integral parts of an organic whole, examined in the light of their biblical foundations, historical development, philosophical presuppositions, and practical applications. Areas to be studied are prolegomena (including such matters as theological perspective and methodology, the inspiration and authority of Scripture) and the doctrines of God, creation, humanity, and sin. (Doctrinal/Historical)

MIN 528 - Creationism and Contemporary Culture (3)

From within a framework of the biblical accounts of creation, this course explores the nature of God, the nature and purpose of the human family, the destructive implications of sin, and the ultimate patterns of redemption. The course specifically examines these doctrines vis-a-vis the present culture and their links with God's ultimate purposes as revealed in the book of Revelation. (Practical/Biblical)

MIN 529 - Non-Profit Management (3)

This course explores key non-profit management principles and skills, particularly those that are unique to churches and faith-based organizations. It will deal with the planning missteps that bring growing non-profit organizations, including churches, to a halt. It will also address strategic issues such as: when and how to introduce new ideas, meeting organizational needs without stifling spiritual needs, how and when to add multiple celebration experiences, prayer strategies to maintain focus, why building too soon or too big will stunt organizational growth, planning realistic budgets for growth without overestimating potential, and how to "cell" a growing organization. (Practical)

MIN 531 - Theology of Old Testament (3)

This course introduces biblical theology with major emphasis on theological thought and practice. The Old Testament approaches to the nature of man, the problem of sin and evil, the nature of God, the role of wisdom, and the meaning of Israel's history are seen in their development (divergence), as well as in their unification and preparation for the Christian era. (Doctrinal/Biblical)

MIN 532 - Theology of New Testament (3)

Principles are employed to unlock the main theological concepts of the New Testament. Specific doctrines such as God, Kingdom of God, Christology, the Nature of the Church, and the Christian hope will be explored in their Johannine, Pauline, and Petrine perspectives, with emphasis on a methodological exegesis and interpretation of the New Testament. The New Testament will be seen as a unified corpus with foundations in the Old Testament. (Doctrinal/Biblical)

MIN 533 - Contemporary Theological Trends (3)

This class engages several strands of theological development which are currently shaping the life and faith of the church. These include emphases on the powers available to the Christian community, the nature of the Christian faith and its intended impact on culture, and the balances among Scripture, reason, tradition, and experience in the current Christian context. (Historical/Doctrinal)

MIN 534 - Philosophy of Religion (3)

An investigation of the characteristics and significance of the nature of man and his religious experiences. Consideration will be given to the evidences for and nature of theism, the major challenges to the Christian faith, the persistent problems of naturalism versus supernaturalism, and the existence of the non-Christian religions and of evil in God's world. Religious languages, paradox, mysticism, redemptive love, moral freedom versus determinism, the miraculous, and death and the future life will be treated. (Doctrinal)

MIN 535 - Contemporary Issues in Evangelical Theology (3)

In this course the student will study, discuss, and evaluate theological topics that divide evangelicals today, including such issues as biblical authority, the work of the Holy Spirit, soteriology, the Christian's responsibility to social justice, and eschatological views. (Doctrinal)

MIN 536 - Wesleyan Church History and Polity (3)

A special study of the doctrines that give distinction to the teachings of John Wesley as they differ from those of other theological traditions. The study includes research into such doctrines as Christian perfection, sin and grace, entire sanctification, justification and regeneration, humanity and holiness, the work of the Holy Spirit, security of the believer, and others. The theological ideas of Reformed and Catholic writers on these doctrines will be explored. The Biblical passages that create the theological differences will be examined. (Doctrinal/Historical)

MIN 537 - World View/C.S. Lewis (3)

A study of the component parts of a world view with special attention given to the world view of C.S. Lewis as reflected in his religious writings. (Doctrinal)

MIN 538 - Religions of the World (3)

A careful study from the philosophical perspective of the great oriental religious systems and the more recent cults that have emerged from these systems. Comparisons and differences will be noted and their major influence upon their respective cultures will be assessed. Especially recommended for missionary candidates. (Historical/Doctrinal)

MIN 540 - Prophecy of Daniel (3)

The course offers intensive insight into the book of Daniel from three points of view: historical and exegetical, prophetic and eschatological, homiletical and practical. Considerable time is spent exploring the Biblical text, directed in an attempt to develop creative group interpretation. (Biblical/Doctrinal)

MIN 541 - Christian Theology I (3)

A comprehensive study of the fundamental doctrines of the Judeo-Christian Scriptures from an evangelical Arminian viewpoint with other interpretations considered. Entails a study of theism, theology, cosmology, anthropology, hamartiology, and Christology. (Doctrinal)

MIN 542 - Christian Theology II (3)

A comprehensive study of the fundamental doctrines of the Judeo-Christian Scriptures from an evangelical Arminian viewpoint with other interpretations considered. Entails a study of soteriology, pneumatology, ecclesiology, and eschatology. (Doctrinal)

MIN 543 - Theology of Holiness (3)

This course provides a basic examination of the Christian doctrine of sanctification from a biblical, historical, and systematic perspective. While the full range of Christian teaching on this subject will be explored, particular attention is given to John Wesley's view, as well as those teachings found in contemporary Wesleyan theology. (Doctrinal)

MIN 544 - Cultural and Theological Trends Of the Holiness Tradition (3)

This course traces central themes of the holiness movement from the middle of the Nineteenth Century into the present time. This course is designed to be a selective study of certain themes such as process vs. crisis, the nature of sanctification in its experiential dimension, and the contours of the holiness movement vis-a-vis the larger evangelical movement. (Doctrinal/Historical)

MIN 545 - Dimensions of Spirituality (3)

In recent years, evangelicals have discovered various modes and disciplines of spirituality which originated outside the Protestant tradition. This course explores several "new" dimensions of spiritual life such as meditation, journaling, and fasting in the light of Biblical, philosophical, and practical concerns. The role of personal experience and reason in one's spiritual journey will be assessed. Special attention will be given to the unique challenges of developing the pastor's spiritual life. (Practical/Historical)

MIN 546 - Cultivating a Congregational Vision (3)

This course examines the several aspects of congregational guidance which converge into the overall vision and direction of that particular body. It gives attention to areas such as hiring of staff to assist with the vision, management toward specific objectives, public communication and vision, development of a model which unfolds the vision, and other related features of vision cultivation and management. (Practical)

MIN 547 - Time Management and Lifestyle Strategies (3)

This course explores various dimensions of management such as sequencing of tasks, time allotted to various projects, efficiency in the execution of tasks, and establishing a balance in time-use patterns. Specific analysis of time-use is incorporated into the theory of time management. (Practical)

MIN 548 - Trinitarian Images of Family And Sexuality (3)

This course contrasts biblical with ecclesial visions of human sexuality in a historical, theological, and biological study of urgent issues. It identifies Creation and Gospel images of wholeness and integrity which call all people to the highest and best vision of themselves "in the image of God, male and female." It offers specialization in recognizing, preventing, and rehabilitating through "class meeting" support for victims of sexual abuse, sexual addiction, and divorce. (Practical)

MIN 549 - Prayer - Strategies and Models (3)

This course will assist the church and non-profit ministry leader in developing within his or her constituents a passion and a practicality for prayer. An assortment of models and strategies for stimulating such prayer will be examined, with an eye to contextual application. Related issues will include tracking the results of prayer, how to pray when you don't feel like praying, evangelistic prayer, prayer for troubling times, and corporate / personal prayer disciplines. (Practical/Historical)

MIN 549T - Selected Topics in Theology: The Doctrine of the Trinity (3)

The doctrine of the Trinity is peculiar to Christian systematic theology as it seeks to understand the God disclosed in the person of Jesus Christ and experienced through the immediacy of the Holy Spirit. Students will study the historical and theological development of the treatise on the Triune God from its biblical roots to its place in modern theology. Particular attention will be given to the role that this doctrine plays in Christian self-understanding and praxis.

MIN 550 - Emerging Strategies in Church Growth (3)

This course explores the second generation of the church growth movement with two essential purposes in mind. It first aims to discover those central elements of the original church growth movement which have endured beyond the incipient generation of the movement. Second, it aims to discover those principles of church growth which are unique to the current cultural mores and societal changes of today. (Practical)

MIN 551 - Contemporary Religious Movements (3)

This is a study of the teachings of the cults as traditionally understood, along with contemporary challenges to Christian faith and practice as found in transcendental meditation, EST, westernized Buddhism, and other forms of the East-West encounters. (Doctrinal)

MIN 552 - Ancient Near Eastern History (3)

This course explores the world of the Ancient Near East to understand the context of the biblical narrative. Special attention will be given to Mesopotamia, Egypt, and the civilizations of the eastern Mediterranean, African, and Near Eastern cultures. This course emphasizes the ancient civilizations of Mesopotamia, Egypt, Palestine, and the eastern Mediterranean, and analyzes the origins and developments of the contemporary Middle East conflict. Special attention is directed to the Sumerians, Hittites, Egyptians, Persians, Assyrians, Phoenicians, and Hebrews. The contribution of each of these peoples to present day culture will be emphasized.

MIN 553 - Cross-Cultural Ministry (3)

This course explores the various facets of cross-cultural ministry. It is designed to expose students to cultures which are different from their own with a view to understanding those cultures and also better understanding their own home culture. Whether by intensive study or direct exposure to another culture, this course equips students to minister more effectively in diverse cultural settings. (Practical)

MIN 555 - Theological Classics (3)

Careful examination of selected theological classics will provide a historical basis for approaching contemporary issues. May be repeated for credit. (Doctrinal/Historical)

MIN 556 - Wesley's World and Vision (3)

The examination of the course of religious history as John Wesley has contributed to it. The study investigates the doctrinal and experiential antecedents, the general historical period into which he came, his views, his activities, and his impact up on his time. (Doctrinal/Historical)

MIN 557 - Reformation Theology (3)

During the first half of the sixteenth century, Christianity witnessed the development of several significant theological traditions, generally characterized as "Protestant" along with the refinement of the Roman Catholic tradition which had dominated Europe for centuries. These various traditions provide an excellent panorama of the divergent understandings of the Christian faith that have persisted to the present time. In this course we will examine five major traditions and explore how each has contributed to the shaping of American Christianity and the Wesleyan Church in particular. By comprehending the key elements of these opposing theologies, we should be better equipped to understand and present our own.

MIN 558 - Bldg A Multi-Generational Ministry (3)

This course presents a careful explanation of how almost any church or ministry can utilize key research-based steps to grow into a healthy multi-generational ministry. The course traces the root of congregational and organizational conflict to the differences between generational perspectives and preferences. Topics covered in the course include: Defining the multi-generational model, the sources of inter-generational harmony, and methods of identifying generational needs. Finally, effective ministry strategies that build multi-generational congregations and ministries will be explored. (Practical)

MIN 559 - Staying Power: Leading a Church Through Change (3)

This course explains how the latest tools developed in management research can assist church leaders in retaining those newcomers who press for change, as well as unify them with the mainstream members of the church. The course deals with the problem congregations face of losing talented new people who grow despondent because of a church's inability or slowness to change. The course examines the foundational stages through which newcomers pass before leaving the church. It explores the methods for interrupting the "triggers" that cause people to leave. The course is based on original research gathered through field-testing over a 20-year period, augmented by a variety of supporting publications.

MIN 561 - Research Methodology (1)

A basic introduction to writing papers, finding and assessing sources, organizing material, documentation, and style.

MIN 562 - The Pastor As a Person (3)

This course is designed to focus on the psychological and sociological aspects of the pastor's life. It will deal with the inner world of the minister and seek to discover causal links between a pastor's inner balance and harmony and his outer productivity and focus. (Practical)

MIN 563 - Power, Change, and Conflict Management (3)

This course examines several theories of the nature of change and change management as they interface with church management and administration. The course particularly examines the nature of power structures within the congregation and how to facilitate constructive change while maintaining fidelity to the mission of the group. (Practical)

MIN 567 - Communication in Ministry (3)

This course surveys the full spectrum of communication patterns which are necessary to the smooth and positive flow of information within the ecclesiastical community. It examines both the psychological and sociological dimensions as these impact the nature of the Christian community's life and faith. Communication theory is related to actual church life. (Practical)

MIN 568 - Church Leadership and Parliamentary Law (3)

A study of the principles of management as they apply to the role of the pastor and other professional Christian workers in relation to local churches and other Christian institutions and organizations. Further, a study of approved procedure in deliberative assemblies based on Robert's Rules of Order, accompanied by drills calculated to fix the habit of active, correct, and effective participation in business meetings of any kind. (Practical)

MIN 570 - Contemporary Ethical Issues (3)

Offers biblical perspectives on contemporary ethical issues facing the church and ministry. Among the issues studied are abortion, capital punishment, euthanasia, sex, social responsibility of the church, and war. (Doctrinal)

MIN 571 - Practicum (5)

The student will choose one of several options in which to serve: hospital chaplaincy, clinical counseling, pastoral experience, or Christian education. Each of these will be under the supervision of a competent person in that area.

MIN 572 - Marriage and Marital Counseling (3)

A study of the techniques and goals of premarital counseling. The course will examine some of the tools available with a heavy emphasis on the Taylor-Johnson Temperament Analysis. Each student will role-play a typical marriage-counseling problem. (Practical)

MIN 574 - Missions Seminar (3)

Special study tours arranged to certain mission fields during scheduled breaks, May Term, or summer vacation periods with credit accordingly, or specialized courses taken in other departments of the university, such as Geopolitical, Sociology, or History courses in a specialized area or culture interest to the student. (Practical)

MIN 576 - Skills and Practices in Counseling (3)

A study of the interaction of theology and psychology with emphasis upon the task of counseling in ministry. Attention will be given to crisis counseling, terminal illness, and other life stresses. (Practical)

MIN 578 - The Theological Underpinnings Of Worship (3)

Historical and theological examination of the varied forms and emphases of church ritual. Focus will be placed on communion, preaching, music, and religious symbolism in their role in the Sunday morning service. (Practical/Doctrinal)

MIN 579 - Church and Society (3)

The course focuses on the rapid proliferation of higher concentrated demographic centers in the world and the church's role in responding to the numerous changes that such shifts create for ministry. Specific attention is given to evangelism, follow-up, social care, and homelessness. (Doctrinal/Historical)

MIN 580 - Worship and Church Music (3)

This course will trace the history of Christian music in an effort to set forth those characteristics of music which make it distinctively Christian. It will deal with the various genre of worship music and suggest ways for ascertaining the appropriateness of various lyrical and musical styles to the worship of God and the cultivation of spiritual formation. (Practical)

MIN 581 - Thesis (5)

A research-based treatment of a topic of interest to the student, under careful faculty supervision.

MIN 582 - Urban Ministries (3)

This course builds on the substantive literature describing the secular city of our day and seeks to extrapolate from this data the guidelines which are applicable to ministry in such urban centers. The course will involve visits to urban ministry settings in order to observe the range of needs present in these population intensive regions. (Practical)

MIN 584 - Independent Study (1 to 3)

This course involves an independent study which the student arranges in consultation with the professor. It may focus on any selected area of study in the field of religion and philosophy.

MIN 586 - Advanced Counseling (3)

This course is an advanced counseling skills class with emphasis on dealing with difficult people. This course will go beyond listening and reflecting to the effective use of advanced counseling skills such as summarizing, immediacy, confrontation, limit setting, etc. This course will also help the pastor define personal and professional limits in counseling and give guidelines for determining when and how to refer. (Practical)

MIN 587 - Leading the 21st Century Church (3)

This course deals with the planning missteps that bring growing churches to a halt. It deals with strategic issues such as: when and how to introduce new ideas, meeting organizational needs without stifling the spiritual needs of a congregation, how and when to add multiple worship services, prayer strategies to keep the unchurched in focus, why building too soon or too big will stunt congregational growth, planning realistic budgets for growth without overestimating potential, how to "cell" a growing congregation. The course makes use of over two dozen case studies to explore the application of strategic management principles to the growing congregation.

MIN 589 - Advanced Communication for Youth Ministry (3)

This course prepares students to synthesize and apply current communication, multi-media, and information technology theories and practices to the communication of biblical truth in youth ministry settings. The course will assist students in finding those communication channels and strategies to which youth are most open. In addition, students will explore processes required to develop balanced approaches that effectively integrate multiple means of communicating biblical truth to the young people represented in their youth ministries.

MIN 590 - Programming and Management Strategies in Youth Ministry (3)

This course provides a forum for interdisciplinary studies of leadership, management, and educational theories that inform the development of youth ministry strategies. The focus of these interdisciplinary studies is to equip students with both theoretical frameworks and practical tools that will enrich the design, implementation and operation of their youth ministries. Students will gain exposure to a range of current ministry models and will be equipped to design viable ministries appropriate to their gifts and ministry settings. In addition, students will have the opportunity to develop personal management and leadership strategies related to time management, delegation, volunteer recruitment and development, the effective use of interns and program creation and implementation.

MIN 591 - Project (2 to 5)

An individually designed program accomplished primarily in the candidate's place of ministry. The written report will provide significant insight into the area explored. The project may have use primarily for the student and others interested in that area. Graded on a CR/NC basis.

MIN 592 - Personal Development and Growth Strategies for Youth Ministers (3)

This course provides students with a forum in which to survey and analyze various models of personal, professional, and spiritual development with a view to formulating personal strategies for ongoing professional growth. Students will have the opportunity to design a personal professional growth plan that includes such elements as personal vision, foci for personal and

professional growth, the establishment of effective ministry partnerships, and the development of effective mentoring and accountability relationships.

MIN 593 - Adolescent Development and Family Systems in Youth Ministry (3)

This course allows students to explore the developmental and sociological dynamics of adolescence and family systems with a view to developing appropriate models of care, counseling and ministry programming for teens and their families. Students will gain exposure to the work of classic and contemporary developmental and sociological theorists and will specifically explore the ways in which this work informs and enriches youth ministry.

MIN 594 - Incarnational Ministry in Youth Culture and Context (3)

This course undertakes an interdisciplinary analysis of youth cultures. It provides a means for students to develop anthropological and sociological analytical skills and insights with which to identify and assess the socio-cultural dynamics present in their local youth context, and thereby to insure the development of culturally relevant youth ministries. In addition, the course examines the history, practice, and effectiveness of incarnational youth ministry.

MIN 595 - Thesis/Project Continuation (1)

Continuation of the process of the research and preparation of a thesis or project. Graded on a CR/NC basis.

MIN 596 - Advanced Theoretical Issues in Ministry (1 to 3)

This course will address specialized theoretical issues in Christian Ministry. It will deal with advanced theological, historical, biblical, and philosophical topics related to developing effective pastors, quality ministries and healthy churches. This elective will be in a seminar context. The specific topic of this elective will be flexible, allowing changes to meet the needs/interests of students, professors, and contemporary Christian ministry. This course may be repeated.

MIN 597 - Advanced Issues in Ministry Practice (1 to 3)

This course will address specialized issues in the practice of Christian ministry and the development of effective, quality Churches and ministries. It will deal with advanced topics related to developing effective pastoral skills and effective strategies, practices and programs in the local Church and related ministries. This elective will be in a seminar context. The specific topic of this elective will be flexible, allowing changes to meet the needs/interests of students, professors, and contemporary Christian ministry. This course may be repeated.

MIN 605 - Creative Bible Teaching Methods (3)

The course explores the spiritual and psychological dynamics of effective Bible teaching to children, adolescents, and adults. Creative teaching methods are examined so that students may communicate biblical truths with conviction, precision, and practical relevance.

MIN 610 - The Evangelistic Mandate for the Church (3)

This course will explain the Trinity's role in the mission and the evangelistic mandate of the church. Students will assess their local community needs and formulate an evangelistic plan suited to those community needs. They will also grow in their desire to fulfill the mandate of the church and in their dedication to help others fulfill it.

MIN 628 - Sociology, Anthropology and Theology of Marriage and Family (3)

This course explores sociological, anthropological, and theological foundations of marriage, family, and the family dynamics and how these affect individual and community well-being. Students will create a philosophical framework that synthesizes the value and importance of the family in society.

MIN 631 - Thriving Marriages: Fostering Growth (3)

This course explores recent marriage and family research, focusing on twelve traits repeatedly identified in this body of research that are found in healthy marriages. Students will learn techniques to assist couples in creating an environment that can foster marriage health and growth. Students will design tangible strategies for creating a marriage ministry within a church or community.

MIN 695 - Practical Theology Capstone (3)

This course completes the Master of Practical Theology degree with an assessment of the progress made in the program, the collection of materials into a ministry portfolio, and the creation of a multi-year plan for future ministry and personal development. Prerequisite: Completion of all degree course requirements.

MISS - Missions

MISS 500 - Cultural Contexts of Ministry (3)

This course explores the most relevant contexts in which a person's ministry takes place, including the unity and diversity of local contexts, social and cultural contexts, denominational contexts, national and global contexts, as well as the kingdom context. Special attention is given to the broader Christian context of the cohort, such as the roots of American denominationalism for North Americans.

MISS 520 - Cross-Cultural Ministry (3)

This course explores the various facets of cross-cultural ministry. It is designed to expose students to cultures which are different from their own with a view to understanding those cultures and also better understanding their own home culture. Whether by intensive study or direct exposure to another culture, this course equips students to minister more effectively in diverse cultural settings. (Practical)

MISS 550 - Multiply: Foundations of Church Planting and Multiplication (3)

This course will provide principles and practices of leading and empowering multiplication movements. Church planting, multi-site, and new venue principles and practices will be explored, including visits to multiple church sites within differing communities and congregations, with differing leadership approaches. Emphasis will be given as to how churches of a variety of sizes can participate in multiplication.

MISS 552 - Core: the Calling, Character, and Competency of a Church Multiplier (3)

This course focuses on the core of an effective leader's calling, character, and competency within a multiplication context. Emphasis will be given to the leader's development in the areas of spiritual formation, self-awareness, emotional intelligence, and relational aptitude.

MISS 553 - Launch: Initiating Effective New Churches, Sites, and Venues (3)

This course is designed to provide principles and practices for the pre-launch and launch processes of a church plant, site, or venue. Emphasis will be given to discerning the new church, site, or venue model and strategy, developing a philosophy of ministry, exegeting a cultural context, connecting with the community, recruiting a core team, designing the worship gatherings, and creating an efficient leadership structure. This course will provide students with a culturally adaptable framework for the development of a new initiative.

MISS 554 - Thrive: Maximizing the Post-Launch Phase (3)

This course addresses the challenges of the post-launch process in years two to ten, including personal health, soul care, leadership development, evangelism fervor, discipleship formation, financial management, spiritual warfare, and organizational management. The course utilizes learning experiences of successful multiplication movements in their post-launch years.

MISS 500ES - Cultural Contexts of Ministry (3)

This course explores the most relevant contexts in which a person's ministry takes place, including the unity and diversity of local contexts, social and cultural contexts, denominational contexts, national and global contexts, as well as the kingdom context. Special attention is given to the broader Christian context of the cohort, such as the roots of American denominationalism for North Americans.

MISS 600 - The Missional Church (6)

This course is a comprehensive, integrative approach to missional Christianity, beginning with biblical foundations and ending with the tools needed to facilitate mission, church multiplication, and service in the church today. Topics range from the classical fields of evangelism, church growth, and global missions to volunteerism and service to the world in its economic and social dimensions. The course involves contextually appropriate missional ministry and so requires that a student currently be in an approved ministry setting. Prerequisite: MDIV-500

MISS 600ES - The Missional Church (6)

This course is a comprehensive, integrative approach to missional Christianity, beginning with biblical foundations and ending with the tools needed to facilitate mission, church multiplication, and service in the church today. Topics range from the classical fields of evangelism, church growth, and global missions to volunteerism and service to the world in its economic and social dimensions. The course involves contextually appropriate missional ministry and so requires that a student currently be in an approved ministry setting. Prerequisite: MDIV-500

MKG - Marketing

MKG 210 - Marketing Principles (3)

This course emphasizes the principles of marketing and will focus on the social process that directs an economy's flow of goods and services from producers to consumers in a way that accomplishes the goals of society. This course also examines marketing from the perspective of the organization. Prerequisite: BUS-100.

MKG 346 - Consumer Behavior (3)

A study of major factors that influence consumer purchase behavior. Such factors as cultural, social, personal, and psychological are studied. Special emphasis is given to the buyer decision-making process. Prerequisites: MKG-210 and admission to the CAS Business Division or admission into the CAPS BSMK program.

MKG 348 - Service Marketing (3)

A study of the marketing of services as opposed to the marketing of products. Topics include distinct aspects of service marketing, management of service marketing systems, and positioning the service organization. Prerequisites: MKG-210 and admission to the CAS Business Division or admission into the CAPS BSMK program.

MKG 353 - Selling and Relationship Management (3)

A study of sales effectiveness, management of sales activities, the character of the marketplace, and development of creative selling skills. Prerequisites: MKG-210 and admission to the CAS Business Division or admission into the CAPS BSMK program.

MKG 357 - Advertising and Promotion (3)

An in-depth study of the administration of advertising, consumer advertising, industrial advertising, and professional and trade advertising. Actual advertisements are developed and tested for effectiveness. MKG210 and admission to the CAS Business Division or admission into the CAPS BSMK program.

MKG 370 - Digital Marketing (3)

The course is an introduction to Digital Marketing that explores the field and provides an understanding of basic tools needed to be a successful digital marketer. This course examines the role of digital marketing within the larger organization. Prerequisites: Admission to the Business Division.

MKG 386 - Marketing Practicum (1 to 3)

An opportunity for advanced students to obtain valuable work experience and gain expertise in relating classroom material to actual business endeavor. A professional-quality paper analyzing one or more business applications will be prepared under departmental faculty supervision. Prerequisites: MKG-210 and Admission to the Business Division.

MKG 398 - Marketing Research (3)

An in-depth study of the various methods of marketing research. Both quantitative and qualitative methods will be taught in the course. Students will be involved in the development of an actual marketing research project. Prerequisite: MKG-210 and admission to the CAS Business Division or permission of the instructor, or admission into the CAPS BSMK program.

MKG 399 - Service Learning (1 to 3)

Service-Learning is an educational experience in which students participate in organized service activities that meet identified community and/or university needs. Prerequisite: Admission to the Business Division.

MKG 399H - Honors Thesis/Project-Marketing (3)

MKG 411 - Healthcare Marketing (3)

Students in this course analyze basic marketing principles and apply them to health care, and compare and contrast the marketing needs of individual patients versus corporate America as a customer, recognizing the diversity of the healthcare consumer's perceptions of care and wellness. Students investigate the various healthcare delivery models as changers of healthcare marketing. Students determine advancement strategies for donor development, donor relations, grants, network development, branding, and corporate sponsorships that result in sustainable funding. Students develop a biblically based integrated marketing strategy that guides communications with all stakeholders.

MKG 424 - Strategic Marketing (3)

The planning and administration of marketing programs is the primary emphasis of this course. This course centers on the analysis of marketing opportunities and the development of strategies for achieving marketing plan goals and objectives. Prerequisites: Two upper-level Marketing courses and Admission to the Business Division.

MKG 444 - Branding (3)

This course explores the branding process by creating a long-term branding solution for a "firm's brand." Students will also develop their own "individual brand." The branding process will involve the evaluation and development of brand: meaning, objectives, target markets, barriers, packaging, pricing, rebranding and promotion. Prerequisites: Admission to the Business Division.

MKG 476 - Independent Learning in Marketing (1 to 3)

An opportunity for advanced students to pursue further study in a marketing field of interest in which they have exhausted catalog offerings. Prerequisites: MKG-210 and Admission to the Business Division.

MKG 496 - Marketing Seminar (3)

A seminar for senior marketing students focusing on current issues and special marketing topics. Student-led discussions and presentations, as well as guest speakers, are used extensively in the classroom portion of the course which provides two hours of credit. Students prepare two presentations, one oral and one written, to satisfy the third credit hour.

MKG 498 - Marketing Seminar - Research (1 to 3)

A seminar course intended to develop the senior marketing major's research skills and professional writing skills in anticipation of the major seminar presentation to be delivered publicly in the following semester. Prerequisites: ACC-201, ACC-202, BUS-100, BUS-362, ECO-211, ECO-212, FIN-340, MKG-210, MNG-280 and either senior classification or written permission of the Business Division.

MKG 499 - Marketing Seminar - Presentation (1)

A seminar course intended to develop the senior marketing major's professional presentation skills as he/she prepares and delivers the results of the research in MKG-498 from the previous semester. Prerequisite: MKG-498.

MKTG - Marketing**MKTG 530 - Marketing Management (3)**

This course provides an overview of key marketing concepts that impact managers and organizations. Students will gain knowledge of the marketing process and its essential functions with an emphasis on the importance of technology in promoting goods and services locally and on a global scale. Topics include: the marketing mix, marketing research and planning, sales and customer relationship management, and integrated marketing communications in light of the free flow of information through emerging media and internet campaigns.

MKTG 540 - Non-Profit Development and Advancement (3)

Candidates in this course evaluate non-profit development strategies and assess the market structure and environments to determine the crucial factors impacting development. Candidates create advancement strategies for donor development, donor relations, grants, network development, branding, and corporate sponsorships that result in sustainable funding. Candidates use a biblical framework to develop an integrated marketing communication strategy to all stakeholders incorporating emerging media.

MLT - Medical Laboratory Technology

MLT 450 - Medical Technology Clinical Experience (1 to 16)

MLT 451 - Medical Technology Clinic Experience II (1 to 16)

MNG - Management

MNG 210 - Management Principles (3)

A study of management principles as they apply to all organizations. The functions of planning, organizing, directing, motivating, and controlling are examined. Prerequisite: BUS-100 or LDR-200.

MNG 324 - Small Business Management (3)

This course provides an introduction to the world of small business and to the fundamentals of effective small-business management. Fundamentals of such diverse activities as organizing and controlling, pricing, advertising, financial analysis, record keeping, budgeting, purchasing, controlling inventory, franchising, and acquiring capital are covered. An aim of the course is to integrate the functional disciplines such as management, marketing, finance, accountancy, and management information systems. Prerequisites: Either MNG-210 or LDR-200. Admission to the Business Division.

MNG 328 - Human Resource Management (3)

A study of the various functions considered vital to the efficient use of the firm's most valuable asset, its human resources. Covers the areas of staffing, employee development and training, creation of a favorable work environment, and the operation of management-labor relations. Prerequisites: MNG-210 or LDR-200. Admission to the Business Division.

MNG 334 - Production and Operations Management (3)

An introduction to the field of production and operations management. The course represents a blend of concepts from industrial engineering, cost accounting, general management, quantitative methods, and statistics. Production and operations activities, such as forecasting, choosing a location for an office or plant, allocating resources, designing products and services, scheduling activities, and assuring quality are core subjects covered in the course. Prerequisites: BUS-320 and MNG-210 and Admission to the Business Division.

MNG 378 - Comparative Management Styles (3)

A study of how management philosophies pervade organizations. Attention is focused on what organizations stand for and how organizations express values to their constituencies. Course participants will observe progressive management practices in action at various organizations. Prerequisites: LDR-200; or ACC-201, ACC-202, BUS-100, ECO-211, ECO-212, and the appropriate major area gateway course(s).

MNG 385 - Management Practicum (1 to 3)

An opportunity for advanced students to obtain valuable work experience and gain expertise in relating classroom material to actual business endeavor. A professional-quality paper analyzing one or more business applications will be prepared under departmental faculty supervision. Prerequisites: MNG-210 and Admission to the Business Division.

MNG 399 - Service Learning (3)

Service-Learning is an educational experience in which students participate in organized service activities that meet identified community and/or university needs. Prerequisite: Admission to the Business Division.

MNG 443 - Organizational Behavior (3)

Organizational behavior is concerned with the study of the behavior, attitudes, and performance of workers in an organizational setting; the organization's and informal group's effect on the worker's perceptions, feelings, and actions; the environment's effect on the organization and its human resources and goals; and the effect of the workers on the organization and its effectiveness. Special emphasis is placed on management theory with an eye to developing a Biblical philosophy of management. Prerequisites: MNG-210 or LDR-200. Admission to the Business Division.

MNG 475 - Independent Learning in Management (1 to 3)

An opportunity for advanced students to pursue further study in a management field of interest in which they have exhausted catalog offerings. Prerequisites: MNG-210 and Admission to the Business Division.

MNG 498 - Management Seminar - Research (2)

A seminar course intended to develop the senior management major's research skills and professional writing skills in anticipation of the major seminar presentation to be delivered publicly in the following semester. Prerequisites: ACC-201, ACC-202, BUS-100, ECO-211, ECO-212, FIN-340, MKG-298, MNG-280, and either senior classification or written permission of the Business Division.

MNG 499 - Management Seminar -Presentation (1)

A seminar course intended to develop the senior management major's professional presentation skills as he/she prepares and delivers the results of the research in MNG-498 from the previous semester. Prerequisite: MNG-498.

MOL - MA Organizational Leadership**MOL 500 - Leadership Theory (3)**

This course provides an overview of leadership thought and will explore the history, styles, and application for the practice of leadership in organizations today. It will also seek to understand a biblical approach to leadership and analyze the differences between leadership and management.

MOL 505 - Wisdom and Leadership (3)

This course examines how worldview, critical thinking, creativity, intuition, and intelligence interact to support wisdom in leaders. The relationship between scholarship and wisdom will also be considered, as well as ways to facilitate wise decision-making and problem solving.

MOL 510A - Leadership Praxis (1)

This course helps students reflect on the courses they take in each unit and develop a portfolio that demonstrates both their scholarship and practice as leaders. There are four sections for the course series that are each one credit hour. Students will also identify a thesis topic and begin research of the relevant literature. (Credit/No Credit)

MOL 510B - Leadership Praxis (1)

This course helps students reflect on the courses they take in each unit and develop a portfolio that demonstrates both their scholarship and practice as leaders. There are four sections for the course series that are each one credit hour. Students will also identify a thesis topic and begin research of the relevant literature. (Credit/No Credit)

MOL 510C - Leadership Praxis (1)

This course helps students reflect on the courses they take in each unit and develop a portfolio that demonstrates both their scholarship and practice as leaders. There are four sections for the course series that are each one credit hour. Students will also identify a thesis topic and begin research of the relevant literature. (Credit/No Credit)

MOL 510D - Leadership Praxis (1)

This course helps students reflect on the courses they take in each unit and develop a portfolio that demonstrates both their scholarship and practice as leaders. There are four sections for the course series that are each one credit hour. Students will also identify a thesis topic and begin research of the relevant literature. (Credit/No Credit)

MOL 511 - Leadership Praxis Seminar (2)

This course synthesizes the learning in the MAOL program. Students submit their Portfolio, a document that demonstrates their organizational leadership competencies and their understanding of leadership principles covered in the MAOL courses. This will include a final integration paper that summarizes their learning in the program and future application in their work. Students also will present their thesis orally, which is another opportunity to demonstrate their scholarship. (Credit/No Credit)

MOL 515 - Followership (3)

This course provides a structure for students to assess how they will develop as both a leader and follower. Students will examine the interconnectedness of leading and following by examining their mutual influence as explored by writers and researchers on Followership.

MOL 520 - Ethical Challenges of Leadership (3)

This course assists students to understand what ethics is, as well as know the importance of a biblical perspective to guide them in making ethical decisions as leaders. Common dilemmas of leaders in organizations will be examined and possible resolutions will be considered in class sessions.

MOL 525 - Organizational Behavior and Communication (3)

This course examines the challenges associated with organizational behavior and leadership. It also includes understanding the historical and theoretical perspectives of organizational behavior. The course will further analyze organizational and individual communication processes, the impact of technology on organizations, and the design of organizational structures.

MOL 530 - Organizational Learning and Change (3)

This course examines the theory and practice of organizational change and organizational learning. It considers how key theories can be put into practice to implement organizational transformation by utilizing adult learning styles across the organization, developing a shared vision toward constructive change, and collaboratively overcoming barriers to organizational change.

MOL 535 - Stewardship and Strategic Planning (3)

This course introduces the concept of stewardship and leads students to responsibly use the resources of an organization to benefit all stakeholders. In addition, students will consider how the concepts of strategic planning can be used to implement vision and be a good steward. Tools for developing a strategic plan and techniques for communicating the vision will be studied.

MOL 540 - Research and Evaluation Methods for Leaders (3)

This course examines techniques for conducting research and evaluating programs. It prepares the students to investigate and solve problems within an organization. It also prepares the student to consider a research project and write a thesis.

MOL 565 - Leadership Thesis (6)

This course introduces students to research methods of design, data collection, analysis, as well as reporting and discussion of the results. The student completes a thesis under the supervision of a thesis coordinator that focuses on a topic related to organizational leadership.

MPH - Public Health

MPH 510 - Social and Behavioral Aspects of Health (3)

This course provides an overview of the major social and behavioral factors relevant to public health. Students will explore various health problems and investigate how social and behavioral issues impact both the individual and public health. Major theories of behavior change and their application to public health interventions are introduced. Finally, community dynamics and their influence on both onset and management of public health issues are also discussed.

MPH 520 - Global Health (3)

This course explores the principal health problems of the world's population and the major challenges to improving health at the rural and global level in resource-constrained and marginalized communities. It explores factors that result in unequal distribution of health and disease services in the world. The course will incorporate knowledge and views from multiple academic disciplines (public health, economics, politics, management, sociology, etc.) and does not require background knowledge in global health.

MPH 530 - Introduction to Epidemiology (3)

This is an introduction to the field of epidemiology that focuses upon basic epidemiological definitions, common sources of data, and measures of disease occurrence and epidemiological study designs. Epidemiological processes of both chronic and

infectious diseases are discussed. Practical skills such as calculation of rates, estimating risks and evaluation of public health screening programs are also included.

MPH 570 - Environmental Health (3)

This course is designed to introduce students to environmental health, a core public health discipline. Course content will focus on introducing major sources of physical, chemical, and biological agents that pose a threat to the environment and how those agents influence the health of the public. The ability of prevention programs, intervention strategies and governmental policies and regulations to control environmental issues will also be discussed.

MPH 610 - Public Health Practicum (3)

This course will allow graduate professional public health degree students to develop skills in basic public health concepts and demonstrate the application of these concepts in an applied setting through a practice experience that is relevant to students' areas of specialization.

MPH 620 - Health Systems Administration and Management (3)

This course provides a macro-level study of healthcare systems including delivery, integration, reimbursement mechanisms, multi-organizational and interorganizational arrangements, health policies and future solutions.

MPH 630 - Advanced Epidemiology (3)

This is an advanced epidemiology course designed to expand on topics from the introduction to epidemiology course and introduce new material, including a practical guide to the EPI-INFO software, logistic regression methods, and an introduction to field epidemiology. Areas of additional emphasis will include the evaluation of epidemiological surveillance systems, identification of threats to validity and sources of bias, and topics on the epidemiology of infectious and chronic diseases. Prerequisite: MPH-530.

MPH 640 - Rural Health (3)

The course provides an overview of rural communities, rural health disparities, and rural health delivery systems. It identifies federal, state, and local official health organizations and their role in the intergovernmental health system in the U.S. It discusses the need for a stronger public health leadership presence. The course highlights illustrative public health problems, diseases, and risk factors and the role of public health as an intervening agent.

MPH 650 - Health Program Planning, Implementation, And Evaluation (3)

Students explore the fundamental concepts and techniques of planning, implementing and evaluating public health programs. It covers concepts that are relevant to evaluation of health, social and behavioral interventions in the community settings. These include program interventions, implementation and impact evaluation concepts, models, indicator development, methods of practice, data collection, analysis and interpretation strategies. The course investigates the role of planning and evaluation in improving program implementation, management and outcomes.

MSC - Military Science

MSC 101 - Introduction to Military Science (1)

Studies the organization, history, and traditions of the United States Army and the characteristics and skills that future leaders will need to develop. Covers military skills such as first aid, rifle marksmanship, and land navigation.

MSC 102 - Introduction to Leadership (1)

Incorporates small group exercises with various military and communication skills to introduce the real world situations that future leaders may face. Includes active participation in discussions and activities. Builds on topics discussed in MSC-101.

MSC 201 - Leadership/Military Tactics (2)

Examines light infantry tactics. Introduction to squad movement techniques, ambushes, reconnaissance, movement to contact, advanced land navigation, drill and ceremony, first aid, and weapons.

MSC 202 - Leadership/Team Development (2)

Continued study of tactical leadership development. Focuses on operations orders, communication skills, weapons, map reading, and drill and ceremony.

MSC 299X - Experimental/Developmental Topics (1 to 6)

Topics relevant to the discipline. Titles to be announced before each semester. Prerequisite: enrolment in military science; permission of the department. A total of 6 hours of credit may be earned.

MSC 301 - Military Leadership and Operations 1 (3)

Introduction to military planning methodology. Develop oral and written communication skills through introduction to small unit tactics and operations. Prerequisite: MSC-202; permission of the department.

MSC 302 - Military Leadership and Operations 2 (3)

Continues the methodology of MSC-301. Analysis of leadership and management problems using military tactics at the squad level. Train on individual skills. Prerequisite: MSC-301; permission of the department.

MSC 401 - Leadership Challenges and Goal Setting (3)

Plan, conduct, and evaluate activities of the ROTC cadet organization. Develop confidence in skills to lead people and manage resources. Develop counseling and motivating techniques. Prerequisite: MSC-302; permission of the department.

MSC 402 - Transition to Lieutenant (3)

Continues the methodology from MSC-401. Refine counseling and motivating techniques and prepare for a future as a successful Army lieutenant. Prerequisite: MSC-401; permission of department.

MSC 499 - Independent Study in Military Science (1 to 3)

An opportunity to investigate a topic of particular interest to the student under the supervision of a faculty member. Extensive reading, research, analysis, and writing. Prerequisite: permission of the department. A total of 16 hours of credit may be earned, but no more than 3 in any one semester or term.

MUS - Music**MUS 100 - Applied Study - Non-Majors (1)**

Applied Study for non-music majors; requires a private lesson fee. Meets 1/2 hour once each week with adjunct faculty.

MUS 101 - Applied Study - Level I (majors) (1)

Study of applied music at the freshman level; requires a private lesson fee. Meets one hour each week.

MUS 101P - Applied Study Perfor- Level I (2)

This course provides individual instruction in the performance techniques and literature of the instruments and voice. Emphasis is placed on the development of a sound technical foundation, familiarity with the performance approaches and the study of the instrument's vast literature. Upon successful completion, students will be able to demonstrate proficiency in technical skills and repertoire through performance. An additional fee per semester is required.

MUS 102P - Applied Study Perfor-Level 1 (2)

This course provides individual instruction in the performance techniques and literature of the instruments and voice. Emphasis is placed on the development of a sound technical foundation, familiarity with the performance approaches and the study of the instrument's vast literature. Upon successful completion, students will be able to demonstrate proficiency in technical skills and repertoire through performance. An additional fee per semester is required.

MUS 104 - Foundation and Principles of Music Therapy (3)

Foundations of Principles of Music Therapy is an introduction to music as a therapeutic agent in the rehabilitation and reorganization of the human being into social life. A survey of the history of the American Musical Therapy Association is included as well as the processes and principles of music therapy as used by practicing music therapists. Prerequisite: PSY-150.

MUS 105 - Class Piano Level I (2)

This course is designed for students with no previous piano instruction. Development of two-hand coordination, five-finger patterns, playing two independent lines simultaneously, all major tetrachords, five major scales in two octaves (hands separately), triad playing, I, IV, V chords, ensemble, transposition, pedaling and sight reading.

MUS 111 - Applied Study - (music Minors) (1)

Study of applied music for the music minor at the first semester of study, requires private lesson fee. Meets one-half hour each week.

MUS 112 - Applied Study - (music Minors) (1)

Study of applied music for the music minor at the second semester of study, requires private lesson fee. Meets one-half hour each week.

MUS 114 - Class Voice (1)

A study of basic vocal technique, including breathing, resonant tone production, note reading, and fundamental vocabulary for singers; aims at developing healthy vocal habits. This course is open to voice electives and non-majors.

MUS 117 - Beginning Piano/Non-Major I (1)

Designed for the non-major who has not had previous piano instruction. While learning the fundamentals of music--elementary rhythms, notation, and primary chords--the student gains facility on the keyboard by playing interesting pieces in easy keys.

MUS 118 - Beginning Piano/Non-Major II (1)

Designed for the non-major with some keyboard experience. Continued study of music fundamentals including scales and triads, elementary accompaniment styles, pedaling, and elementary-intermediate repertoire as appropriate for the individual student. Prerequisite: MUS-117 or equivalent.

MUS 119 - Keyboard Skills I (1)

Designed for Piano majors to increase functional skills on keyboard such as harmonization with a variety of accompaniment styles, reading of four-part vocal and instrumental scores, transposition of easy contrapuntal pieces at sight, hymn playing with adaptations, art-song accompaniments with concentration on style, balance, etc., sight-reading (about grade three), patriotic songs and improvisation.

MUS 124 - Guitar Techniques (1)

This course will focus on the basic understanding, practice, and application of guitar techniques. Students will learn to use guitar styles of various composers, as well as leading groups.

MUS 125 - Diction for Singers 1 (2)

A comprehensive study of the rules for proper diction in the singing of English, Italian, and Latin vocal literature with practical exercises in a comparative approach for American Singers. Languages will be studied using the specific symbols of the International Phonetic Alphabet.

MUS 149 - Introduction to Contemporary Worship (2)

This semester-length course provides an overview of contemporary worship music and its application in a worship service. Students will learn through experience as worship teams model the distinctives of contemporary worship music. A variety of areas will be explored: contemporary music theory, working with a praise band, arranging for the worship team, developing and leading teams, effective resources for worship.

MUS 159 - Fundamentals of Music Theory (2)

This course will teach students to read notes (pitch and rudimentary rhythm) in G and F clef and to connect graphic images to appropriate keys of the keyboard. This course will also include studies in scales, intervals and triads.

MUS 160 - Introduction to Music Theory (2)

A study of the basic fundamentals of music: major and minor scales, key signatures, triads, and introduction to functional harmony. Open to non-music majors as well as majors. Offered every semester. Prerequisite: The ability to read notes.

MUS 162 - Music Theory I (3)

Review of scales, intervals and triads. Elementary harmony is studied by writing and analysis of diatonic triads in four-part harmony, figured bass, cadences, non-harmonic tones, voice-leading, dominant seventh chords, and harmonic progression. Prerequisite: MUS-160 or permission of instructor.

MUS 164 - Ear Training I (2)

Includes the singing of all intervals and scales, melodic and interval dictation. Identification of major and minor triads. Rhythmic exercises. Sight-singing in a limited vocal range. To be taken concurrently with Music Theory I.

MUS 165 - Class Piano Level II (2)

This course includes two and three-part textures, I, IV, V, V7 chords in root position and inversions for progressions and harmonization, elementary accompaniment styles, seven major scales (hands together), seven minor scales (hands separately), arpeggios, alto and tenor clef score reading, and sight reading. Prerequisite: MUS-105 or equivalent; MUS-162 (Theory I) prior to or during same semester.

MUS 167 - Opera Workshop (0 to 3)

Opera Workshop is a course designed to train students in the art of auditioning for the opera genre and preparing a role, culminating in the presentation of an opera scenes program. Fulfills a prerequisite for MUS-190: Opera Theatre. This course may be repeated for a total of 9 hours. Must be concurrently enrolled in MUS-100 or equivalent. Offered Fall.

MUS 170 - Music Appreciation (2 to 3)

A review of the history of music with the objective of providing students with aesthetic and cultural experiences. Covers some elements of music and explores works of a variety of composers from different style periods. Not open to individuals with credit in MUS-180.

MUS 171 - Studio Recording I (3)

This course will provide an understanding of the theory and practice of studio recording and sound reinforcement. Students will gain hands-on knowledge of the equipment and techniques used in the recording studio.

MUS 173 - Handbell Ensemble (0 to 1)

This course will offer students an opportunity to develop their musicianship, music reading and performance skills through the study of handbell literature.

MUS 174 - Women's Chorus (0 to 1)

Indiana Wesleyan University Women's Chorus is an auditioned SSAA choir, comprised of music majors and also includes students from other disciplines. This chorus assists in various campus and community programs and represents the university in concert. Admission is by audition and approval of the director. Participants who are enrolled in the first semester are expected to enroll again for the second semester. Rehearsals take place twice a week. This ensemble may meet the requirement for large ensemble credit only for those who are Music Education majors with an emphasis in applied strings.

MUS 175 - Chapel Ensemble (0 to 1)

This course will provide an opportunity for singers and instrumentalists to adequately train and rehearse in preparation to lead worship for IWU Chapel. Students will form various ensembles-in agreement with their area of expertise-and from such ensembles worship music for all Chapels will be provided. This is a mandatory class for all students willing to participate in IWU Chapel Worship Teams. Can earn 1 hour credit (may be repeated for 0 hr credit).

MUS 176 - Tuba/Euphonium Quartet (0 to 1)

This quartet provides chamber music as well as a variety of offerings from classical, to hymn arrangements and lighter selections. Entrance to the ensemble is by audition.

MUS 177 - Clarinet Quartet (0 to 1)

The clarinet quartet is an auditioned ensemble that provides chamber music as well as a variety of musical styles from classical, hymn arrangements, and lighter selections.

MUS 178 - Saxophone Quartet (0 to 1)

The saxophone quartet is an auditioned ensemble that provides chamber music as well as a variety of musical styles from classical, hymn arrangements, and lighter selections.

MUS 179 - Woodwind Quintet (0 to 1)

The woodwind quartet is an auditioned ensemble that provides chamber music as well as a variety of musical styles from classical, hymn arrangements, and lighter selections.

MUS 180 - Humanities Fine Arts (3)

An integrated study of history and appreciation of art and music in Western culture from ancient times to present. (Part of the Humanities Core Curriculum.)

MUS 181 - Guitar Ensemble (0 to 1)

The IWU Guitar Ensemble is a musical ensemble designed to familiarize the student with music of different styles and eras and the proper execution of that music. Included in the course will be emphasis on ensemble playing skills--balance, blend, intonation, tone, etc. Concerts will be performed by the group.

MUS 182 - Piano Ensemble (0 to 1)

The course is designed to familiarize pianists with the wide variety of literature available for piano ensemble playing, from piano duet to works for multiple pianos.

MUS 183 - IWU Jazz Combo (0 to 1)

The IWU Jazz Combo provides the opportunity to explore the jazz medium in greater detail. The term "jazz combo" is used to describe almost any group of instruments smaller than ten pieces, which would include a rhythm section (drums, bass, piano), and at least 2 soloists. This ensemble's greatest emphasis will be in the area of improvisation and it will practice a variety of tunes drawn from the following categories: Bebop, modal, standards, ballads, rhythm and blues, blues, Latin, contemporary, and sacred. As Christian musicians, it is imperative that we strive to serve God in our music. This style is an opportunity to praise God and serve Him in a wonderful and different way.

MUS 184 - World Music Ensemble (0 to 1)

Music of various cultures will be studied and performed, concentrating on (but not limited to) music of African, Latin American, Caribbean, and Japanese styles. Instrumentation for this ensemble includes authentic drums and non-pitched instruments as well as xylophones and metallophones. Prerequisite: permission of the Music Division.

MUS 185 - Flute Ensemble (0 to 1)

The flute ensemble is an auditioned ensemble that provides chamber music as well as a variety of musical styles from classical, hymn arrangements, and lighter selections.

MUS 186 - Chamber Music (0 to 1)

The string quartet is an auditioned ensemble that provides chamber music as well as a variety of musical styles from classical, hymn arrangements, and lighter selections.

MUS 187 - Trombone Ensemble (0 to 1)

The Trombone Ensemble is an auditioned ensemble that provides chamber music as well as a variety of musical styles from classical, hymn arrangements, and lighter selections.

MUS 188 - Woodwind Ensemble (0 to 1)

The woodwind ensemble is an auditioned ensemble that provides chamber music as well as a variety of musical styles from classical, hymn arrangements, and lighter selections.

MUS 189 - Honors Brass Quintet (0 to 1)

The honors brass quintet is an auditioned ensemble that provides chamber music as well as a variety of musical styles from classical, hymn arrangements, and lighter selections.

MUS 190 - Opera Theater (0 to 3)

Opera Theater is a course designed to give students practical experience in preparing and performing the opera genre culminating in the presentation of a major opera, operetta or opera scenes program. Admittance is by audition and approval of the director. This course may be repeated.

MUS 192 - University Chorale (0 to 1)

The University Chorale is a mixed choral ensemble of approximately 80-85 voices. Repertoire consists of sacred classics, hymns, spirituals and contemporary compositions, in addition to major choral/orchestral works. The Chorale represents the University in concert at various community and university events. Admittance is by audition and approval of the director. This ensemble meets four times each week. The course meets the large ensemble requirement for those individuals whose major is in the area of voice. Participants enrolled in first semester are expected to enroll the second semester.

MUS 193 - University Singers (0 to 1)

University Chorale, University Singers, and Chamber Singers are offered as large vocal ensembles. These organizations assist in various school and community programs and represent the university in concert. Admittance is by audition and approval of the director. Meets two times a week. Participants enrolled in the first semester are expected to enroll the second semester.

MUS 194 - Chamber Singers (0 to 1)

Chamber Singers is a mixed ensemble of approximately 18-20 voices. Repertoire consists of chamber music from all periods of Western Music History along with contemporary compositions. The Chamber Singers represent the University in concert at various community and university events. Admittance is by audition and approval of the director. This ensemble meets two times each week. Participants enrolled in the first semester are expected to enroll the second semester.

MUS 195 - Percussion Ensemble (0 to 1)

Wind Ensemble, Jazz Ensemble, Orchestra, Percussion Ensemble, and other instrumental ensembles are offered. These organizations assist in various school and community programs and represent the university in concert. Admittance is by audition and approval of the director. Meets two times a week.

MUS 196 - Wind Ensemble (0 to 1)

Wind Ensemble, Jazz Ensemble, Orchestra, Percussion Ensemble, and other large instrumental ensembles are offered. These organizations assist in various school and community programs and represent the university in concert. Admittance is by audition and approval of the director. Meets four times a week. Participants enrolled in the first semester are expected to enroll the second semester.

MUS 196C - Concert Band (0 to 1)

The Concert Band rehearses and performs wind band literature focusing on the early British Band works, orchestral transcriptions, hymn arrangements, popular styles, as well as sacred literature. This organization gives one concert per semester and may perform on occasion with the IWU Wind Ensemble. The groups meets two times a week. This course meets the large ensemble requirement for those individuals whose major is in the area of brass, woodwinds, or percussion. All students should have training on brass, woodwind, or percussion through high school or should have taken Woodwind, Brass, or Percussion Techniques. Prerequisite: All students will audition for the ensemble or have permission of the director.

MUS 197 - Jazz Ensemble (0 to 1)

Wind Ensemble, Jazz Ensemble, Orchestra, Percussion Ensemble, and other instrumental ensembles are offered. These organizations assist in various school and community programs and represent the university in concert. Admittance is by audition and approval of the director. Meets two times a week.

MUS 198 - Orchestra (0 to 1)

Wind Ensemble, Jazz Ensemble, Orchestra, Percussion Ensemble, and other instrumental ensembles are offered. These organizations assist in various school and community programs and represent the university in concert. Admittance is by audition and approval of the director. Meets two times a week. Participants enrolled in the first semester are expected to enroll the second semester.

MUS 199 - Brass Choir (0 to 1)

Wind Ensemble, Jazz Ensemble, Orchestra, Percussion Ensemble, and other instrumental ensembles are offered. These organizations assist in various school and community programs and represent the university in concert. Admittance is by audition and approval of the director. Meets one to three times a week.

MUS 200 - Recital Attendance (0)

For music majors and minors only. Requires students to attend a specified number of musical events. Music majors must complete the course for 7 semesters and minors for 4 semesters to qualify for graduation. Offered every semester. Graded on a CR/NC basis.

MUS 201 - Applied Study- Level II (majors) (1)

Study of applied music at sophomore level of study requires private lesson fee. Meets one hour each week.

MUS 201P - Applied Study Perfor- Level 2 (2)

This course provides individual instruction in the performance techniques and literature of the instruments and voice. Emphasis is placed on the development of a sound technical foundation, familiarity with the performance approaches and the study of the instrument's vast literature. Upon successful completion, students will be able to demonstrate proficiency in technical skills and repertoire through performance. An additional fee per semester is required.

MUS 202P - Applied Study Perfor- Level 2 (2)

This course provides individual instruction in the performance techniques and literature of the instruments and voice. Emphasis is placed on the development of a sound technical foundation, familiarity with the performance approaches and the study of the instrument's vast literature. Upon successful completion, students will be able to demonstrate proficiency in technical skills and repertoire through performance. An additional fee per semester is required.

MUS 205 - Class Piano Level III (2)

Greater independence of hands in intermediate repertoire using three- and four-part textures, more challenging rhythms, secondary chords (ii, iii, vi) used for harmonization, four-part hymn transposition, transposition of instruments in score-reading, major scales to four sharps and four flats, parallel minor scales (all hands together), arpeggios, sight reading. Prerequisite: MUS-165 or equivalent; MUS-261 (Theory II) prior to or during same semester.

MUS 206 - Music Therapy Methods and Techniques (3)

Music Therapy Methods and Techniques is a study of music therapy procedures used with individuals in aging adult settings and psychiatric settings and an examination of issues concerning the use of music therapy within these populations. Issues related to securing internships and employment in music therapy will also be addressed. Methods of instruction will include lecture, group discussion, experiential approaches such as denominations and role play, review of written material/texts, exams, and written assignments. Prerequisite: PSY-150 and MUS-104.

MUS 207 - Music Therapy With Various Populations (3)

Music Therapy with Various Populations emphasizes the potentials of music therapy with a variety of clinical populations. The content includes a survey of various populations with whom music therapists work, focusing on the characteristics and needs of each group, general treatment approaches, and general methods for incorporating music therapy. Students are introduced to the therapeutic traits and basic interaction skills involved in counseling. Prerequisites: PSY-150, MUS-104, and MUS-206.

MUS 208 - Psychology of Music (3)

Psychology of Music examines music and the human psyche. Topics include auditory and musical perception, music cognition, creativity and esthetic experience, listening styles and strategies, music and human emotions, and the social psychology of musical activities. In addition, the course will touch on aspects related to performance, music and the brain, and methodological issues in music research. Prerequisites: PSY-150 and MUS-104.

MUS 211 - Applied Study - (music Minors) (1)

Study of applied music for the music minor at the third semester of study, requires private lesson fee. Meets one-half hour each week. Prerequisites: MUS-111 and MUS-112.

MUS 212 - Applied Study - (music Minors) (1)

Study of applied music for the music minor at the fourth semester of study, requires private lesson fee. Meets one-half hour each week. Prerequisites: MUS-111, MUS-112, and MUS-211.

MUS 218 - Collaborative Piano (2)

This course will offer students an opportunity to increase their ability to make music with other musicians in both vocal and instrumental collaboration and to experience the wealth of chamber music repertoire.

MUS 220 - Organ Class (1)

An introduction to the study of the organ, typical stop lists and designations, literature, means of tone generation in acoustic and electronic emulations, MIDI applications, training and expectations for an organist, playing techniques, use of the organ in contemporary settings. Prerequisite: Completion of piano requirements.

MUS 225 - Diction for Singers II (2)

A comprehensive study of the rules for proper diction in the singing of French and German vocal literature with practical exercises in a comparative approach for American Singers. Languages will be studied using the specific symbols of the International Phonetic Alphabet. Prerequisite: MUS-125.

MUS 245 - Piano Pedagogy I (2)

The focus of the class will be on the study of current elementary methods and literature for teaching piano. The course will provide a general foundation for the knowledge and experience needed for teaching beginning piano.

MUS 246 - Piano Pedagogy II (2)

The focus of the class will be on the study of techniques and literature for the teaching of intermediate/early advanced piano students. The study will also include setting up a private studio. It will provide a general foundation for the knowledge and experience needed for piano teaching at the intermediate level. Both private studio and group piano settings will be experienced and observed through practical teaching projects.

MUS 248 - Keyboard Literature (2)

The focus of this class will be the study of keyboard literature by major composers of each era. Important style characteristics of these composers will be studied to give insight for increased understanding and interpretation of a wide variety of keyboard literature. Prerequisite: previous keyboard study of the upper intermediate/early advanced level.

MUS 254 - Church Music I - Christian Education/Administration (3)

An overview of the use of music in the Christian Education program of the local church. Includes work with children, basic music education, and development of tools to assist the Christian Education worker. Also includes methods of planning, organizing, and developing a music program in a local church. Personal development in leadership and staff relationships is discussed.

MUS 255 - Contemporary Keyboard for the Church Accompanist (1)

This course is designed for students with majors in Church Music, Christian Education, and Piano who plan to perform in a church setting. Reading chords, understanding chord inversions, positions on the piano, voicings and added tones, modulations, and combining these elements with contemporary theory will enable students to be successful in the contemporary church music setting. This is an elective course that will be offered every other year. Prerequisites: MUS-205 and audition. Limited to 10 each semester.

MUS 260 - Hymnology (1)

The course will be a short historical study of the great hymns of the Christian church, their writers and composers and patterns of development and change. Attention will focus on hymns of the Protestant heritage, with study of characteristics of well-crafted hymns and tunes. Not restricted to music majors.

MUS 261 - Music Theory II (3)

The study of harmony is continued through four-part writing and analysis of music literature. Chordal vocabulary is increased with dominant and non-dominant seventh chords as well as secondary and leading-tone chords. Procedures of modulations, realization of figured bass, and transposing for various instruments. Prerequisite: MUS-162, to be taken concurrently with MUS-263.

MUS 263 - Ear Training II (2)

Interval, melodic, two and four-part, and rhythmic dictation. Recognition of bass and soprano factors as well as triad function in four-part dictation. Rhythmic exercises including subdivision level. Sight-singing with modal inflections and in tenor and alto clef. To be taken concurrently with Music Theory II, MUS-261.

MUS 264 - Music Theory III (3)

Four-part writing and analysis involving tertian sonorities (9th, 11th, and 13th chords) and chromatic harmony (borrowed, Neapolitan, augmented sixth, altered dominant, and chromatic mediant chords). Introduction to analysis techniques for Twentieth Century music. Prerequisite: MUS-261, to be taken concurrently with MUS-266.

MUS 265 - Form and Analysis (2)

Analytical skills are developed further by studying typical musical forms of the Eighteenth and Nineteenth centuries, such as binary, ternary, variation, fugue, sonata-allegro, and rondo. Prerequisite: MUS-264.

MUS 266 - Ear Training III (1)

Dictation of modulating exercises, intervals, modes, and rhythm. Recognition of more functions of four-part harmony. Identification of cadences and major, minor, augmented, and diminished triads. Rhythmic exercises of difficult nature. Sight-singing with modulating passages and of an extensive range. To be taken concurrently with Music Theory III, MUS-264.

MUS 268 - Counterpoint (2)

Beginning students will work with first- through fifth-species counterpoint in two and three voices with a cantus firmus. Work will include exercises in canon and invertible counterpoint.

MUS 271 - Studio Recording II (3)

This course will provide a complete understanding of Pro Tools (used in professional studios) software, hardware, and all editing, and mixing functions. Students will also learn studio miking, mixing, and mastering techniques. Students will gain practical hands on experience through the completion of audio recording/editing projects. Prerequisite: MUS-171.

MUS 274 - Computer Applications for Music Educator (2)

The purpose of this course is to develop the students' skills in the integration and incorporation of a variety of computer-assisted teaching and learning tools into their music curricula. These skills include MIDI Notation Software as well as Sequencing Software. They will examine and evaluate multimedia and computer-assisted-instructor lessons. The Internet will be examined as a tool for music instruction including the creation of a music education web site. Students will evaluate music hardware and software to judge its appropriateness for particular educational applications, different learning styles, and different grade levels. Students will also use software that can enhance communication to parents as well as organize their future classrooms. Prerequisites: MUS-261, MUS-263, MUS-165 or equivalency, and EDU-250.

MUS 275 - Introduction to Computer Applications in Music (1)

Students will be introduced to topics in MIDI (Musical Instrument Digital Interface), notation, MIDI controllers, and Internet music resources for PC-compatible computers. Prerequisite: MUS-162 or equivalent.

MUS 280 - Choral Techniques (2)

This course will be divided into three modules. Module one: basic understanding of vocal production and pedagogy. Special emphasis on the development of the voice from a young age through adulthood. Module two: choral techniques pertaining to development of good choral tone and musicianship. Emphasis on rehearsal techniques and choral sound. Module three: literature for various levels and styles; efficient organization and operation of a choral ensemble.

MUS 281 - Woodwind Techniques (2)

This course is for the music major, who may or may not have prior knowledge or experience on a woodwind instrument. The opportunity to gain knowledge and experience on a wind instrument is considered essential in the teacher education process. For the applied or church music major, this course will provide foundational knowledge and performance skills for purposes of basic performing, teaching, or arranging. This course is designed to commence at the beginning performance/skill level, and will progress to a basic intermediate level.

MUS 282 - String Techniques (2)

An introduction to the technique of playing string instruments. Violin, viola, cello, and string bass are equally emphasized.

MUS 283 - Percussion Techniques (2)

An introduction to the techniques of playing all percussion instruments. Emphasis is placed on tympani, snare drum, and mallet instruments.

MUS 284 - Brass Techniques (2)

An introduction to the techniques of playing brass instruments. The trumpet, French horn, trombone, baritone, and tuba are equally emphasized.

MUS 285 - Beginning Conducting (2)

An introductory survey in basic conducting techniques applicable to both choral and instrumental music. The focus of this course will be on the mastery of standard beat patterns as well as communication of cues, tempo, dynamics, mood, and other musical nuances. Techniques will be applied and evaluated through in-class conducting. Other related topics will include score study, rehearsal techniques, baton grip, and selection of choral and instrumental literature.

MUS 286 - Advanced Conducting (2)

A course devoted to the study and application of advanced techniques in choral and instrumental conducting. The course will focus on that which is technically challenging for the conductor or that which requires an alternative conducting gesture. Literature chosen for in-class application and evaluation will include chant (non-metric), recitative, and other excerpts from works that utilize combined vocal and instrumental forces, and multimetric and polymetric music. Related topics will include core preparation and study, nontraditional notation, performance practice in various stylistic periods, rehearsal planning for large vocal and orchestral works, recruiting and administrative duties involved in a choral or instrumental music program. Prerequisite: MUS-285.

MUS 287 - Marching Band Techniques (1)

Marching Band Techniques is available to all music education majors and is meant to give students the knowledge of how to lead a marching band program in today's secondary schools. The class will focus on all aspects of the modern marching band, including history, rehearsal techniques, drill design, uniform care and selection, color guard, drum majors, marching instruments, and organization skills.

MUS 290 - Jazz Improvisation (1)

This course is applicable for all students interested in exploring the area of improvisation. The scope of the course will cover basic jazz theory and creating a meaningful improvisational solo. The design of the course will encompass both playing participation and lecture. This course is open to any instrumentalist. Prerequisites: MUS-215 and MUS-261. The professor must grant permission for enrollment.

MUS 295 - Show Choir Techniques (2)

Deals with show choir literature and performance techniques. Involves visits to area high schools to observe rehearsals and programs, lectures by local choral directors, and practical experience in organization and handling of a show choir. Offered alternate years.

MUS 300 - Arranging (1)

An introduction to orchestration, transcription, and arranging. Emphasis on the acquisition and development of the practical skills necessary to adapt and arrange music for a variety of uses and mediums. Prerequisites: MUS-162, MUS-261, and MUS-264.

MUS 301 - Applied Study-Level III (majors) (1)

Study of applied music at junior level of study, requires private lesson fee. Meets one hour each week.

MUS 301P - Applied Study Performance - Level 3 (2)

This course provides individual instruction in the performance techniques and literature of the instruments and voice. Emphasis is placed on the development of a sound technical foundation, familiarity with the performance approaches and the study of the instrument's vast literature. Upon successful completion, students will be able to demonstrate proficiency in technical skills and repertoire through performance. An additional fee per semester is required.

MUS 302P - Applied Study Perfor Level 3 (2)

This course provides individual instruction in the performance techniques and literature of the instruments and voice. Emphasis is placed on the development of a sound technical foundation, familiarity with the performance approaches and the study of the instrument's vast literature. Upon successful completion, students will be able to demonstrate proficiency in technical skills and repertoire through performance. An additional fee per semester is required.

MUS 305 - Class Piano Level IV (2)

This course is for more advanced level of competency in keyboard playing and includes technical studies (2 octave scales and arpeggios in all keys, hands together), late intermediate repertoire, harmonization using secondary dominant with stylized accompaniment, 3-4 part vocal score reading, art song accompaniment, selected patriotic songs, and 4 part texture transposition to neighboring keys. Prerequisite: MUS-205 or equivalent; MUS-264 (Theory III) prior to or during same semester.

MUS 306 - Assessment and Evaluation Tehnniques For Music Therapy (3)

Assessment and Evaluation Techniques for Music Therapy is a study of current assessment and evaluation procedures used in music therapy and the application of observational recording and behavior modification techniques in educational, social, and therapeutic settings. A data-based model of providing music therapy services is explored in detail. Research models are also explored. Prerequisites: PSY-150, MUS-104, and MUS-206.

MUS 307 - Influence of Music on Behavior (3)

Influence of Music on Behavior examines the psychological basis of music and human behavior. Study will include music perception, cognition, response, and creation as it relates to the influence of music on behavior. Prerequisite: MUS-208.

MUS 311 - Applied Study - (music Minors) (1)

Study of applied music for the music minor at the advanced level of study, requires a private lesson fee. Meets one-half hour each week. Prerequisites: MUS-111, MUS-112, MUS-211 and MUS-212.

MUS 318 - Orchestration (2)

Study of the characteristics of orchestra and other instruments and techniques for scoring for these instruments in various combinations. Prerequisite: MUS-261.

MUS 321 - Keyboard Skills II (1)

Designed for Piano majors to increase advanced functional skill as pianists. Harmonization of melodies involving primary, substitute, secondary dominant and seventh chords, modulation, by-ear playing and improvisation, transposition of hymns at sight, more challenging assignments in vocal and instrumental scores, accompaniments, patriotic songs, and sight-reading (solo, ensemble), hymns with adaptations. Prerequisite: MUS-119.

MUS 342P - Junior Recital (2)

This course is a partial fulfillment of the requirements of Bachelor of Music in performance and theory/composition. The course includes individual instruction in the performance techniques and literature of the instruments and voice. Upon completion, students will have developed a 30 minute program of music and be required to give a public performance. The program should demonstrate a proficiency of various periods, contrasting styles, genres and languages (vocal). An additional fee per semester is required. Prerequisites: Students must have passed their Upper Divisional Hearing and had at least 4 semesters of applied study prior to this course.

MUS 345 - Piano Pedagogy (2)

Designed for music majors and electives who may become independent piano teachers; study of teaching methods, materials, and literature emphasizing early through intermediate levels; student observation/teaching experiences; business aspects. Offered alternate years.

MUS 354 - Church Music II - Worship (3)

Designed to assist the pastor in working with the musician, aid the musician in using music to create the desired environment for worship, and assist the member of the congregation in his understanding of the worship service. A basic study of hymnology is included.

MUS 363 - Instrumental Methods (2)

A comprehensive investigation of the instrumental music program. Emphasis will be placed on the development of the band and orchestra program including literature, teaching techniques, marching band, orchestra, concert band, jazz band, chamber music, and school, community, and parent support.

MUS 364 - Organ Pedagogy (2)

Required of organ majors; techniques of teaching as applied to organ teaching; involves a review of organ methods and teaching guides. A pedagogy student will do a limited amount of student teaching. Offered on demand.

MUS 365 - Vocal Pedagogy (2)

A comprehensive course covering the instruction skills necessary for vocal studio practice. Topics include vocal anatomy, diagnostic skills and philosophies and methods of teaching correct vocal production. This class includes a brief overview of private studio business practices. Prerequisites: MUS-120. Offered Fall.

MUS 366 - Song Literature (2)

Designed for the upper class voice major to introduce significant song composers and to perform representative selections from their works. Students will become acquainted with composer styles, art songs, opera and oratorio excerpts, and song cycles through listening and performance. Prerequisite: MUS-120 and at least three semesters of applied vocal studies. Offered Spring.

MUS 371 - Music History and Literature I (3)

A survey of the history of music through the work of the great composers. The course covers the evolution of style and form to about 1750.

MUS 372 - Music History and Literature II (3)

A survey of the history of music through the work of the great composers, past and present. The course covers the evolution of style and form from 1750 into the Twentieth Century.

MUS 375 - Symphonic Literature (2)

This course introduces students to standard Symphonic/Orchestral Literature. Students become acquainted with the development of the orchestra from the late baroque through present day and are familiarized with the most significant composers of Symphonic Literature through representative works. Prerequisites: MUS-265 and MUS-180.

MUS 380 - Private Studies in Conducting (1)

Advanced studies of conducting. For upper-class majors. By permission of the instructor. Requires applied lesson fee. Offered on demand.

MUS 383 - Elementary Music Methods for Music Education Majors (2)

This course is designed to present an introduction to the general music program in the elementary schools. Its purpose is to sharpen musical skills and sensitivity, create and teach lessons based on specific concepts at appropriate grade levels, and develop insights into current music education approaches and methodology (Orff, Kodaly, Dalcroze, etc.). Performance skills in soprano recorder, autoharp, and guitar will also be included.

MUS 383P - Elementary Music Practicum (1)

This course provides a practicum experience for K-12 music education majors in elementary-level classrooms in public or private schools. Students will observe/assist an experienced elementary music teacher who will serve as the cooperating teacher for the practicum. Students will teach a minimum of three lessons in the elementary classroom, and will be observed and evaluated by both IWU Music Education faculty and Education Division faculty. Graded as a Credit/No Credit class. Co-requisite: MUS-383. Permission of the Music Education faculty and Division of Education to take this course in conjunction with EDU-382C.

MUS 385 - Music Technology for Music Educators (2)

An introduction to computer applications in music with an emphasis on programs of particular pertinence to music educators.

MUS 399H - Honors Thesis/Project (3)

Students will work under a faculty mentor in their major and in cooperation with an Honors College advisor, producing a research thesis or creative project.

MUS 401 - Applied Study-Level IV (majors) (1)

Study of applied music at senior level of study, requires private lesson fee. Meets one hour each week.

MUS 401P - Applied Study Perfor- Level 4 (2)

This course provides individual instruction in the performance techniques and literature of the instruments and voice. Emphasis is placed on the development of a sound technical foundation, familiarity with the performance approaches and the study of the

instrument's vast literature. Upon successful completion, students will be able to demonstrate proficiency in technical skills and repertoire through performance. An additional fee per semester is required.

MUS 402P - Applied Study Perfor-Level 4 (2)

This course provides individual instruction in the performance techniques and literature of the instruments and voice. Emphasis is placed on the development of a sound technical foundation, familiarity with the performance approaches and the study of the instrument's vast literature. Upon successful completion, students will be able to demonstrate proficiency in technical skills and repertoire through performance. An additional fee per semester is required.

MUS 405 - Internship in Music Therapy (3)

Students are placed in a local clinical setting where they gain supervised, clinical experience in the implementation of music therapy treatment. Group support is a major component of the internship as well as development of session planning and implementation skills. Open to Music Therapy Majors with Senior status only.

MUS 406 - Research in Music Therapy (3)

Music Therapy Research will examine how music therapists document the processes and products of what they do. After covering assessment and data-gathering techniques, it offers a survey of research methodology, ways to analyze data, and ethical considerations in music therapy practice. Students participate in designing, implementing, and analyzing the results of a music therapy experiment. Prerequisite: Open to Music Therapy Majors with Senior status only.

MUS 442 - Senior Recital - Music Majors (2)

Students enroll in this course for the final semester of applied study in preparation for the required recital. Two hour lesson per week for one semester.

MUS 445 - Church Music Senior Project (2)

As a substitution for the senior recital, church music majors may do a faculty coached recital/cantata/program that would have musical and practical value in a local church setting.

MUS 446 - Senior Recital/Project in Theory/Composition (2)

Students enroll in this course for the final semester of the theory/composition emphasis. During this term a final project is completed which may be a composition in a large form or a recital of several smaller compositions and/or a large project in music analysis. Prerequisites: Permission of the instructor.

MUS 450 - Church Music Practicum (2)

Structured to be a capstone course for all Church Music Majors. Involves work in a local church. The student is required to meet for a half-hour session each week to discuss the practicum project. A minimum of 10 hours of observation and 15 hour of "hands on" work is required. For the Church Music minor, 7 hours of observation and 10 hours of practical work are required.

MUS 475 - Independent Learning-Music (1 to 3)

Advanced studies of chosen subject. For upper-class majors. By permission of instructor. Requires independent study fee.

MUS 480 - Private Studies in Music Education (1 to 3)

Advanced studies in music education. For upper-class majors. By permission of instructor. Requires independent study fee.

MUS 490 - Senior Seminar (2)

Advanced studies and research in a selected topic that is chosen by the student and approved by the music education faculty member. For upper-class majors. By permission of the instructor. Requires independent study fee.

MUS 501 - Aesthetics in Music (3)

This course is a study of aesthetic perception and experience when encountering musical art. Considered will be the human capacity for aesthetic response, contemporary theories of aesthetic encounter, and the historic origins of aesthetics in Euro-centric and American musical art. Modes of aesthetic scanning as applied to various streams of artistic activity in music will be studied as well.

MUS 502 - The Related Arts in the Western World (3)

This course is designed to lay a foundation for understanding and appreciating the related arts, in particular the aural arts (music) and the visual arts (painting, sculpture and architecture) in the Western world. The course will give the students tools to categorize and comprehend the basic elements of the arts, will systematically demonstrate the development of these arts from Antiquity to the present, and will seek out relationships between artistic periods and societal trends and events.

MUS 503 - Foundations for Musical Criticism (3)

Foundations for Musical Criticism deals with the fundamentals of music and their application to understanding and analyzing music. Beginning with Music Theory, the goal is to develop a working knowledge of the elements of music. This foundation is used to clearly perceive and communicate observations about musical selections, to perceptively discuss aesthetic judgments, and to develop guidelines for musical appreciation of varying styles of music.

MUS 504 - Teaching Music for Adult Students (3)

This course is a seminar in effective music teaching and learning methods for undergraduate adults that are not music majors. With emphasis on the non-traditional adult learner, the course will cover the key learning, teaching, and instructional design principles associated with andragogy within the context of a liberal arts curriculum elective in music. Syllabus design, lesson planning, in-class teaching, and music course assessment learning activities are included.

MUS 505 - Teaching Music Through Technology (3)

This course is a series of learning activities designed to develop the knowledge and skills necessary to deliver effective instruction in musical elements, music appreciation, and music history through various current technology-based presentation modalities. Featured will be learning activities in teaching music through editing graphic images and both audio and video recordings, designing presentation software files, using video conferencing software and hardware such as Adobe Connect®, teaching with Smart Boards, working with an on-line learning management system such as Blackboard®, and developing lessons within publisher produced, internet-based course companions such as Connect Kamien®.

MUS 506 - Survey of Non-Western Music (3)

This course will present a survey of non-Euro-American musical genres, including the aspects of music that are unique to these genres and that differ from Euro-American music in general. The course will cover music from west, north, and east Africa, the Middle East, India, China, Japan, and the Andes. The course will provide students an understanding of music outside the Euro-American sphere, as well as the analytic skill to recognize the use of musical elements in music throughout the world, and a realization in depth of the various philosophical and social influences affecting the music of the world.

MUS 507 - Survey of Western Music (3)

This course will present a survey of Western music from ancient Greece to the 20th century, including how the elements of music are designed by God to provide opportunity for theosis and koinonia, and how the elements of music were used by composers and performers in early Christianity, and the medieval, Renaissance/Reformation, Baroque, Classic, Romantic, nationalist, and modern eras. The course will provide students with the analytic skill to recognize the use of musical elements and their effects, and a realization in depth of the various philosophical and social influences that affected Western music in each of the historical eras.

NRA - Nursing Administration**NRA 640 - Introduction to Interprofessional Collaboration (1)**

This course will emphasize the importance of collaboration among nursing, business, and other healthcare professions. The relationship of emotional intelligence in the development of collaborative ethical practice is stressed.

NRA 670 - Interdisciplinary Professional Development (3)

Collaboration across the disciplines in health care will be a major focus for this course. The development of systems and processes to become an effective nurse leader will be pursued.

NRA 671 - Professional Role Development for the Nurse Administrator (3)

Provides an understanding of the professional role of the nurse administrator, including the ability to collaborate effectively in diverse settings with interprofessional partnerships. It prepares the nurse administrator to lead and manage the administration of health care services. Although various roles will be analyzed, an emphasis will be placed on decision maker and servant

leader. Management and business theories/practices will be introduced. Biblical perspectives will be integrated throughout the course. 35 practica hours required.

NRA 672 - Management of Healthcare Delivery Systems (3)

Prepares the student to apply theoretical foundations of nursing, business, and marketing to the administration of health delivery systems; an emphasis on quality improvement, risk management, and public relations will be evident. Interprofessional collaboration will be enhanced through communication and team building skills. 35 practica hours required.

NRA 673 - Nursing Leadership and Human Resources (3)

Explores human resource management practices in a health care setting with a focus on developing knowledge and skills required of nurse leaders. Topics such as recruitment, selection, performance development, employment law, maintaining a positive work environment, labor relations, compensation, and training will be included in the course.

NRA 674 - Organizational Development (3)

Prepares the student to effectively apply organizational behavior theories and concepts in an administrative role; biblical concepts will be integrated throughout the course material. 35 practica hours required.

NRA 676 - Organization and Finance of Healthcare (3)

This seminar course will assist the student in applying financial management/administrative practices to healthcare organizations. The course will provide a foundation for the role of Christian principles in stewardship of resources. Students will develop the ability to perform basic financial functions such as creating a budget, analyzing the financial statements, and developing a business plan. 35 Practica hours are required.

NRA 678 - Advanced Nursing Management (5)

This course provides the opportunity to partner with a nurse manager/administrator to apply acquired knowledge, skills, and dispositions in a supervised practicum setting. A practicum project integrating administrative skills is required.

NRE - Nursing Education

NRE 660 - Health Assessment for the Nurse Educator (2)

Designed to provide the nurse educator with the knowledge and skills to teach and evaluate health assessment skills of the undergraduate nursing student.

NRE 661 - Leadership in Nursing Education (3)

Presents leadership and management concepts essential for nurse educators across a variety of settings. The course emphasizes ethical decision-making in the stewardship of resources and the process of implementing change through an understanding of economics, organizational behavior, and healthcare policy. The professional role of the nurse educator is addressed, including the ability to collaborate effectively as a change agent.

NRE 663 - Course Design and Development (3)

Prepares the nurse educator to develop and revise courses within the context of a curriculum to facilitate student learning and enhance program effectiveness. Emphasizes the roles of internal and external stakeholders in the process.

NRE 665 - Innovative Teaching Strategies (3)

Assists the graduate nurse educator to design appropriate teaching techniques for diverse learners and learning settings. Incorporates the use of cutting edge technology and social media to augment student learning.

NRE 667 - Program Evaluation and Assessment (3)

Emphasizes the process of analysis and modification of educational programs to promote compliance with relevant standards, criteria for evaluation, and accountability.

NRE 669 - The Art of Teaching (3)

Provides the opportunity to apply acquired knowledge and skills in supervised diverse educational settings. Includes 140 practica hours.

NUR - Nursing

NUR 145 - Foundations of Nursing (3)

Introduce students to professional nursing and begin socialization into professional roles and values. Students will identify the concepts of person, health, environment, and nursing and describe the nursing process as a framework for nursing practice. Successful completion of this course is a requirement for admission to the nursing program. Testing fee required.

NUR 198 - Health and Wellness for Women (2)

Explores personal health, safe behaviors, and developmental milestones for women through the life cycle from menarche and puberty to aging and menopause. Empowers individuals to take part in their own health by increasing knowledge of women's health and self-awareness. In addition, investigates social issues related to women's health.

NUR 201 - Professional Skills in the Academic Environment (1)

Designed to acquaint the returning professional with skills necessary for academic success. Philosophy and procedures for the IWU Division of Nursing will be introduced. Other topics include scientific writing (APA style), computer literacy, personal time management, and other key elements for professional success.

NUR 205 - Nursing's Role in the Health Care System (3)

Designed to acquaint the practicing nurse with a perspective on the unique role of nurses in the health-care system. Content includes role theory, change theory, and political advocacy. Presents the efforts of nursing to help create a health-care system that assures access, quality, and services at affordable costs.

NUR 215 - Global Health (2)

This course will focus on international health issues. Students will develop a global perspective of the international community, political structures, and health issues. Cooperative, culturally appropriate strategies to international health issues will be discussed and developed. An introduction to global health issues: environmental health, global malnutrition, primary health care, maternal and child health, comparative health care systems, and epidemiology. A specific country/area of study will be chosen by students in order to synthesize specific international health issues and develop potential solutions. There are no prerequisites.

NUR 221 - Principles of Intervention (2)

This course is designed to guide application of theory and principles for basic nursing interventions. It includes didactic and guided skills practice, and must be taken during the first semester in the nursing program. Co-requisite: NUR-245 and NUR-252.

NUR 221L - Principles of Intervention - Lab (0)

Laboratory experiences in performing nursing procedures. To be taken concurrently with NUR-221. Graded on a CR/NC basis.

NUR 224 - Nursing Informatics (2)

The course is designed to provide nursing students with an opportunity to acquire and apply knowledge and skills from information systems and computer technology. The focus will be on the considerations and impact of computer technology and information systems in nursing practice, nursing education, nursing administration and nursing research.

NUR 232 - Advanced Principles of Intervention (2)

This course is designed to guide application of theory and principles for advanced nursing interventions. It includes didactic content and guided skills practice. Must be taken during the second semester in the nursing program. Prerequisite: Successful completion of NUR-221. Co-requisite: NUR-245 or NUR-252.

NUR 232L - Advanced Principles of Intervention Lab (0)

Laboratory experiences in performing nursing procedures. To be taken concurrently with NUR-232. Graded on a CR/NC basis.

NUR 235 - Perspectives on Poverty and Health (2)

Designed to examine the concepts of poverty and vulnerability from a variety of sources. Poverty will be considered from a cultural and spiritual perspective, as well as a socioeconomic phenomena. A brief history of society's view of poverty will be surveyed. Service learning is expected as an integral part of the course. Of particular interest to criminal justice, health

promotion and wellness, ministry, missions, nursing, pre-professional health fields, social work, sociology majors, and others. No prerequisites.

NUR 237 - Complementary and Alternative Therapies (2)

This course is designed to examine a variety of nontraditional (outside of the accepted mainstream) healing medicines and therapies. It includes a brief historical survey of health seeking behaviors and modalities from antiquity to the modern era. An analysis of the efficacy of various treatments, as well as potential harm will also be considered. This course will be of particular interest to students in the fields of health promotion and wellness, missions, nursing, pre-professional health fields, social work, psychology, and others. No prerequisites.

NUR 242 - Nutrition (2)

Study of the fundamental principles of nutrition and their relationships to health and disease within the context of cultural congruence. Prerequisite: CHE-120 or Nursing Division approval.

NUR 245 - Adult Health I (4)

Application of the nursing process to clients unable to satisfy their basic needs due to a pathological condition. Focuses on nursing care of adults with common health problems and includes clinical experience. Co-requisite: NUR-221 or NUR-232.

NUR 250 - Pharmacology (3)

Designed to introduce the student to principles of pharmacology and their relationship to health care. Included are classification of drugs, basic mechanisms of drug interaction, and drug administration. Prerequisite: Admission into Sophomore Nursing studies OR successful completion of the four science courses: BIO-111, BIO-112, BIO-113, CHE-120 and the math competency requirement.

NUR 253 - Maternal/Newborn Nursing (3)

This course is a theory and clinical course that focuses on the provision of nursing care to normal and at risk childbearing families. Normal pregnancy, labor, deliver, and care of the newborn are studied and physiological and psychological complications are presented. The course content is presented within a context of Christian values and ethics. The clinical component of the course provides the student with learning experiences related to nursing care of normal and at risk maternal/newborn clients and their families. Co-Requisite NUR-221 or NUR-232.

NUR 257 - Nursing Care of Children (3)

Provides the foundation for entry-level competence for nursing care of children, includes clinical experience. Emphasis is on the application of Neuman Systems Model to family centered health and well being of infants, children, and adolescents.

NUR 260 - Physical Assessment (3)

The focus of this course is the application of nursing knowledge and techniques to the process of physical assessment across the lifespan with emphasis on normal findings. Prerequisites: BIO-111 or BIO-311; BIO-112 or BIO-312; BIO-113 or BIO-213; CHE-120 or CHE-125. Co-requisite: NUR-260L.

NUR 260L - Physical Assessment Lab (0)

Laboratory experiences in nursing skills. To be taken concurrently with NUR-260. Graded on a CR/NC basis.

NUR 301 - Disaster Nursing (2)

Disaster nursing is designed to explore all types of disaster including natural, environmental, mass casualty, public health emergencies, terrorism, and bioterrorism. The course provides the student with a knowledge base and basic competencies in emergency preparedness and disaster nursing. Prerequisite: Admission to the Nursing major or permission of the Division.

NUR 305 - Sexual Assault: Implications for Nursing (3)

The elective course will introduce the student to the scope and practice of the Sexual Assault Nurse Examiner (SANE). Learning opportunities will be provided in the classroom and clinical areas. Practical experience will take place in the community arena with visits to hospital emergency rooms, the morgue, the Indiana State Police Lab, the prosecutor's office, the court room, information meetings specific to the Sexual Assault Response Team(SART), and the committee for the Mayor's Prevention of Domestic Violence.

NUR 310 - Introduction to Parish Nursing (2)

The purpose of this course is designed to provide the student to explore the parish nursing practice. Tools will be given to integrate faith and healing within the faith communities. The roles of the parish nurse will be presented within the nursing process framework. Prerequisite: completion the sophomore nursing courses including NUR-232.

NUR 312 - Parish Nursing (3)

This course is designed to provide the student an opportunity to explore the parish nursing practice. Tools will be given to integrate faith and healing within the faith communities. The roles of the parish nurse will be presented within the nursing process framework.

NUR 315 - Tropical Health (2)

This course examines major health problems common to tropical climates and developing areas. The focus is on prevention and control of tropical diseases and promotion of health in community settings. No prerequisites.

NUR 318 - Beyond Suffering (3)

This course will examine ways in which Scripture addresses disability and suffering, thus providing a dynamic model of spiritual transformation. Students will learn to embrace brokenness. This course is relevant to all disciplines.

NUR 320 - Introduction to Baccalaureate Nursing (5)

The course is designed to assist the adult learner in identifying academic goals and obtaining the needed skills for successful transition to baccalaureate education. Students will be introduced to key program concepts, required technology and computer skills, professional writing style and resources, library services, and the learning management system. Information management and interprofessional communication are emphasized as catalysts for quality and safety in healthcare settings.

NUR 330 - Gerontological Nursing (4)

This course is designed to examine the relationship of physiological, developmental, psychological, sociocultural, and spiritual variables within the aging process. Students will participate in an interdisciplinary team approach to healthcare for older adults. The course includes utilization of the nursing process in curative and palliative care settings. A clinical component is included. Prerequisite: Progression to junior nursing studies.

NUR 332 - Nursing Theory for the Clinician (3)

Designed to familiarize the practicing nurse with theory-based, research-supported nursing within a Christian framework. Content covers how theory-based, reflective practice can impact nursing and health care for the benefit of humanity. The Neuman Health Care Systems Theory will be presented within a nursing process framework of nursing practice.

NUR 334 - Comprehensive Health Assessment of the Well Adult (2)

The purpose of this course is to enhance knowledge and skills of the practicing nurse in holistic health assessment of the well adult and the planning of health promotional nursing care. Health strengths and needs are determined through the analysis of health assessment data, and approaches to care are developed.

NUR 335 - Foundations for Professional Practice (5)

The course will examine the role of the professional nurse and the evolution of nursing as a profession. Ethical and legal principles guiding the nursing profession are discussed. Interprofessional collaboration, social justice and advocacy, cultural competency, and expanded roles within the discipline are addressed. The impact of nursing theory on research and practice is explored.

NUR 337 - Pathophysiology (3)

This course is designed to introduce students to concepts of pathophysiology affecting individuals and their biologic basis. The course builds on prior learning in science courses and focuses on disorders of cells, organs, and systems which may be experienced by individuals over the lifespan. It is designed primarily for nursing students but would be of interest to all who are interested in health-care professions. Prerequisites: BIO-111 and BIO-112.

NUR 345 - Adult Health II (5)

This course studies application of the nursing process to clients unable to satisfy their basic needs due to a pathological condition. Focus is on nursing care of ill adults with common health problems. A clinical component is included. Prerequisite: Progression to junior nursing studies. Co-requisite: NUR-337.

NUR 350 - Seminar in Nursing Leadership (3)

Students will explore theories related to leadership skills. This will lay the foundation for the development of strategies and resources to gain personal and professional nursing leadership abilities. An emphasis will be placed on servant leadership.

NUR 365 - Ethics (2)

Focuses on the ethical decision-making process with emphasis on Judeo-Christian values. Designed to foster ethical development, values clarification, and effective analysis of ethical issues encountered by professional nurses. A Christian ethical perspective is promoted.

NUR 368 - Home Health Nursing (2)

Home Health Nursing is an introductory course designed to develop beginning skills in the role of the nurse as an interdisciplinary team member providing services in the client's home. Participants will apply the nursing process to individuals and families, integrating outcomes achieved in prerequisite courses. The nurse's adaptation to varying physical environments, levels of prevention, and reimbursement mechanisms will be the focus of the learning experience. Contains clinical component. Prerequisite: Progression to the junior level of nursing.

NUR 370 - Gerontology (3)

Concepts of aging including physical, psychological, socio-cultural, and spiritual variables will be addressed for the practicing nurse. The impact of the aging population on the health-care system will be applied to nursing practice with the older adult client.

NUR 371 - Mental Health Nursing (3)

This course explores pertinent theories of human behavior, the developmental processes of personality, mental health concepts, and the use of self. Primary emphasis is on aspects of mental health nursing that involve interpersonal relationships in individuals experiencing acute or chronic conditions. A clinical component is included. Prerequisite: Progression to junior nursing studies.

NUR 385 - Nursing Process: Health Indicators and Clinical Prevention Across the Lifespan (5)

The course will integrate a comprehensive and holistic assessment of individual health indicators including spiritual, physical, psychological, socio-cultural, environmental, genetic, and age-related health implications. The impact of complex and chronic conditions upon individual health and well-being will be analyzed. The role of the nurse in clinical prevention, health promotion, and interprofessional collaboration will be integrated throughout the course.

NUR 399H - Honors Thesis/Project (3)

Work with a faculty mentor and in cooperation with an Honors College advisor, producing a research thesis or creative project.

NUR 400 - Transcultural Nursing (2)

This course examines Christian values and ethics in the light of the socio-cultural variables that shape people. It provides opportunity to experience the stress imposed by socio-cultural conditions and the adaptation required to adjust professional and personal practices to different cultural environments. Prerequisite: Progression to junior nursing studies.

NUR 400L - Transcultural Nursing-Practicum (1)

This course applies the nursing process in the delivery of culturally competent care with individuals in a culture/subculture within or outside of the United States. It demonstrates responsibility and accountability in the selection of the experience in accord with interests and financial resources. Prerequisites: NUR-345.

NUR 401 - Transcultural Healthcare (2)

Designed to provide the practicing healthcare professional with tools for effective delivery of care to a multi-cultural society. Theoretical models, a Christian worldview, and assessment tools are used to examine the diversity of cultural beliefs, values, and practices, as well as biological variations that impact the health of individuals and groups.

NUR 402 - Cross-Cultural Experience (2)

A cross-cultural experience for the professional healthcare student to implement the knowledge and practice skills necessary for effective delivery of care in a cross-cultural setting. The student will employ cross-cultural concepts and a Christian worldview to interact with local populations.

NUR 415 - Leadership and Management in Nursing (5)

The course emphasizes the influence of ethical servant leaders in the profession of nursing. Students will study the character traits of Biblical leaders and their application in the healthcare environment. Special consideration is given to change and motivational theories, as well as management concepts that include political, legal, and economic implications for the nurse manager. A focus on strategic planning, fiscal responsibility, and project management assists the student with initial planning for a capstone experience that aligns with their passion and interest.

NUR 436 - Research (3)

The course is planned to provide the student with an understanding of the research process. Basic elements of research design, sampling, data collection, and analysis are discussed. Students critique research articles and develop a proposal for an investigation of significance to the practice of nursing.

NUR 436H - Research (3)**NUR 437 - Pathophysiology (3)**

Concepts of pathophysiology will be presented as practicing nurses study the relationships between wholistic persons and their environments in times of physical stress.

NUR 440 - Nursing Research: Analysis and Implications for Evidence-Based Practice (5)

The course will explore the interrelationship between nursing theory, research, and practice. Research methods and processes are examined, as well as ethical implications and the protection of human subjects. Students will critically analyze research to direct evidence-based practice, promote the dissemination of nursing knowledge, and enhance client outcomes.

NUR 445 - Adult Nursing III (5)

This course concentrates on the nursing management of individuals with acute and complex medical or surgical conditions. This study refines, deepens, and extends knowledge of adaptations and alterations in the dynamics of essential body functions. A clinical component is included. Prerequisite: Progression to senior nursing studies.

NUR 450 - Capstone-Nursing From a Christian World View (2)

Presents foundational principles of faith as they relate to a career in nursing and provides theological and biblical foundation for professional delivery of holistic care. Students will identify and examine their own spiritual strengths and needs while developing skills in providing presence, companioning, reminiscence, and connection to individuals and families.

NUR 460 - Population-Focused Nursing Care in Communities (5)

This course examines the role of the nurse related to the health needs of populations. Communities, sub-populations and vulnerable groups are defined as the subject of care. Core public health functions, global perspectives, and best practice models are among the topics addressed. Population-focused practicum experiences will focus on aggregates as the recipient of care.

NUR 465 - Population Health: Local, National, and Global Approaches (5)

The course will address population-focused nursing practice and the discipline of public health from local, national, and global perspectives. Evidence-based strategies for health promotion and disease prevention to reduce health disparities within at-risk groups will be discussed. Epidemiological principles, surveillance of population health data, environmental health practices, interprofessional collaboration, and the disaster management process will be applied.

NUR 470 - Community Health Nursing (5)

Applies the nursing process to promotion of health at the community level. Population-focused practica sites include a variety of community settings. Unstructured, non-institutional practice settings are emphasized. Practicum Required. For students at the senior level of the Nursing Program.

NUR 473 - Nursing Leadership and Management (5)

Focuses on synthesis of previous learning and its application in the various clinical settings. Emphasis is placed on the transition from the student role to that of a manager of client care and is accomplished through the application of management and leadership theories and principles in a clinical setting. Prerequisite: Progression to senior level of nursing.

NUR 475 - Nursing Independent Learning (1 to 3)

Individually arranged studies in a nursing area of interest and/or need. Prerequisite: Faculty approval.

NUR 476 - Professional Transition (1 to 3)

Provides directed study to reinforce students knowledge through the application of critical thinking strategies. Provides experience with computer adapted testing in preparation for the NCLEX-RN. Prerequisite: Progression to senior level nursing studies.

NUR 490 - Management in Nursing (4)

The final capstone course, this is designed to develop leadership and management skills in practicing nurses. Considers dynamics and management of individual, group, and organizational behavior in health-care agencies. Examines issues in management: power and conflict resolution, work stress, discrimination, group dynamics, organizational change, and other topics. Prerequisite: All prior RNBSN core courses Practicum required.

NUR 495 - Baccalaureate Capstone: Synthesis and Evaluation (5)

This seminar-style course provides students the opportunity to reflect upon learning goals, personal and professional growth, and the achievement of program outcomes. Students assume a leadership role in coordinating and managing a capstone project by integrating evidence-based information, interprofessional collaboration, and the strategic planning process. The impact of the project as a world-changing initiative is analyzed.

E0**NUR ELE - Nursing Elective (0)**

Pseudo course used as a place holder for Nursing elective.

O0**NUR ORE - Orientation (0)****OTD - Doctor of Occupational Therapy****OTD 700 - Theory, History and Foundations of Occupational Therapy (3)**

Course includes a comprehensive study of theories, models, and practice frameworks underpinning current occupational therapy practice. Clinical reasoning in occupational therapy is introduced, as is the practical application of theory in context. The history, philosophy, evolution, and core values of occupational therapy are introduced. The Occupational Therapy Framework, professional behaviors, ethical issues, and roles of occupational therapists and certified occupational therapy assistants are introduced.

PBP - Public Policy**PBP 320 - Environmental Economics and Policy (3)**

This course is an examination of the interrelationships between benefits and costs of economic growth and the environment in the formation of environmental policy. Emphasis is placed on the economics of environmental quality and the social costs of environmental care. Prerequisites: POL-240 and ECO-212.

PBP 479 - Public Policy Capstone (3)

The Public Policy Capstone provides students with opportunities to study policy issues of local and/or regional scale from multiple perspectives. The objective is to enable students to recognize policy processes in public, private, and/or nonprofit sector organizations and to identify, refine, and integrate the analytical policy skills they have acquired from the various public policy courses taken during their studies. Prerequisites: Students will take the Public Policy Capstone after completing the core requirements for the Public Policy major.

PCRE - Pastoral Care

PCRE 600 - Congregational Relationships (6)

This course is a comprehensive, integrative approach to the care and fellowship of a congregation, beginning with biblical foundations and ending with the tools needed to facilitate wholeness in individuals and groups today. Topics will range from counseling theories to facilitating healthy relationships and assimilation in a congregation. The course involves problem based case studies from the student's context and so requires that the student currently be in an approved ministry setting.

Prerequisite: MDIV-500

PCRE 600ES - Congregational Relationships (6)

This course is a comprehensive, integrative approach to the care and fellowship of a congregation, beginning with biblical foundations and ending with the tools needed to facilitate wholeness in individuals and groups today. Topics will range from counseling theories to facilitating healthy relationships and assimilation in a congregation. The course involves problem based case studies from the student's context and so requires that the student currently be in an approved ministry setting.

Prerequisite: MDIV-500

PHE - Physical Education

PHE 101 - Concepts of Health and Wellness (1)

A study of overall physical fitness and healthy life-style choices. Each student will participate in fitness assessment activities in hope of developing long and short term fitness goals. Required of all students.

PHE 102 - Adult Fitness (1)

A physical education activity course for those with physical limitations or unique circumstances facing the full time adult student. By permission of instructor.

PHE 103 - Aerobic Exercise (1)

An activity course which introduces several aerobic rhythm routines to the student for the enhancement of stress reduction, fitness, and the development of muscular strength and endurance.

PHE 105 - Badminton (1)

A course in the skills, rules, and strategies associated with the game of badminton. A lifetime sport course.

PHE 106 - Basketball (1)

The fundamental skills of basketball will be covered in addition to basic offenses and defenses. Participation in the activity will be used as a means toward fitness.

PHE 110 - Cycling (1)

The repair, maintenance, and general care of the bicycle will be explained. Participation in the sport of cycling will be monitored and logged through out the lifetime fitness course.

PHE 113 - Walk, Jog, Run (1)

The course is designed to acquaint students with the basic knowledge of walking, jogging, and running. The purpose of this is to allow for overall fitness development via a lifetime activity.

PHE 114 - Golf (1)

Introduction of the lifetime sport of golf. The skills of driving, chipping, and putting will be developed. Further information will be given on golf terms, course etiquette, golf equipment, scoring, and overall protocol. (Miscellaneous expenses associated with this course.)

PHE 115 - Aqua Exercise (1)

An activity course which introduces several aqua aerobic rhythm routines to the student for the enhancement of stress reduction, fitness, and the development of muscular strength and endurance.

PHE 116 - Horsemanship (1)

An introductory course in the techniques and etiquette of horsemanship. Students will be required to pay a fee and secure transportation to the riding stable.

PHE 117 - Varsity Athletics (1)

A university course for student athletes earning credit via their respective varsity sport participation. Compliance with daily workouts, attendance, work ethic, and overall attitude become criteria for grading. This course may be repeated once if a student participates in a second sport.

PHE 120 - Backpacking (1)

An outdoor activity where outdoor living skills, safety, clothing, nutrition, and equipment will be identified. The course will require a minimum of backpacking equipment in order to enroll in the course. The activity will take place in designated backpack trail areas. (Miscellaneous expenses associated with this course.)

PHE 121 - Racquetball (1)

This lifetime fitness course is designed to acquaint students with the beginning knowledge and skills of the game of racquetball.

PHE 122 - Active Recreation Games (1)

Students in this course will lead, develop, and explain new games that are related to active participation. A goal of the course is to improve fitness, enjoy indoor and outdoor activity, and expand each student's inventory of useful games.

PHE 124 - Soccer (1)

The course is designed to understand soccer terminology and beginning strategies. Basic skills and rules of the game will be implemented. Soccer will be explained as a competitive and lifetime activity.

PHE 126 - Swimming Skills (1)

A course designed to teach basic water adjustment and the beginning techniques of swimming and water safety.

PHE 128 - Lifeguarding (2)

This course is designed to teach measures necessary to provide a safe environment for swimmers. This course is in conjunction with the American Red Cross Lifeguard Training course. Also included in this course is CPR/AED for the Professional Rescuer and First Aid. (Certification fee required)

- PHE-129**PHE 130 - Tennis (1)**

A beginning outdoor activity to introduce an awareness of skills, terminology, and etiquette related to the lifetime sport of tennis. Both singles and doubles game strategies will be discussed.

PHE 131 - Cross-Country Skiing (1)

An outdoor winter activity that will take place at an alternate site with a fee being required. The beginning skills of Nordic skiing will be introduced, and the fitness benefits of this aerobic activity will be initially developed and then encouraged beyond the course.

PHE 132 - Volleyball (1)

A beginning course in the basic skills, rules, and strategies associated with the game of volleyball.

PHE 134 - Weight Training (1)

Proper techniques of weight lifting will be introduced. Various components of a sound weight-lifting program will be explained. The importance of weight lifting to an overall fitness program will be emphasized.

PHE 135 - Introduction to Climbing (1)

In this course the techniques and challenges of climbing will be developed and enhanced through participation.

PHE 140 - Concepts of Wellness (2)

A consideration of contemporary health concepts as they apply to an awareness of personal wellness.

PHE 141 - Long Distance Training and Running (2)

This course will aid the beginning, recreational, and competitive runner in developing an appropriate training program for improvement. Students will learn and practice the key elements in developing an effective training program, and understand the basic principles of physical activity. Students will conduct a variety of physical assessment tests to determine current levels of fitness and to gauge their improvement. Course activities will consist of organized group runs, classroom theory time, and guest lecturers from various exercise professionals. The completion of a significant running event as a group will be the culmination of the class.

PHE 155 - Introduction to Physical Education, Sport, and Wellness (3)

To acquaint the Physical and Health Education and Sports Management majors, and Coaching minors with principles, philosophy, history, objectives, scientific basis and formal structure of the professional field. Career options and professionalism will be stressed. The specialized areas of kinesiology and sub disciplines will be covered to aid in understanding and allow for a meaningful approach to the discipline.

PHE 156 - Outdoor Wilderness Learning (Wise Owl Project) (2)

Development of both outdoor living skills and recreational skills in a selected wilderness environment. Includes basic nature and conservation studies. A course offered at the IWU Canadian campus or alternate site with a focus on wisdom, leadership, group dynamics, and outdoor living skills. Incidental costs are associated with this course.

PHE 157 - Rhythmics and Dance (2)

Designed to develop skills in graded rhythmic activities, games, and gymnastic rhythms for the elementary and secondary levels.

PHE 162 - Personal Health (3)

Health comprises a range of states, but wellness is maximal health. The well person has physical, mental, emotional, interpersonal, social, and spiritual strengths, is aware of the possibilities of accidents and diseases, and is adequately defended against them. Because the infectious diseases are now largely under control and the life-style diseases dominate the health scene, the focus of control for responsibility for health today lies largely within the individual. Learning about health and employing that learning in life-style choices are wise investments of personal energy. The object of each health module is not only to develop and value optimal health behavior, but also to learn the steps toward establishing that behavior as a routine.

PHE 163 - School Health and Safety (3)

Principles, objectives, and methods are emphasized, as well as contemporary health concepts designed to give prospective teachers and others an understanding of a well-balanced health and safety program.

PHE 165 - Principles/Problems of Coaching (3)

Required for coaching minor. A study of the many psychological and administrative aspects pertaining to coaching. Topics such as motivation, practice planning, budgeting, player/coach relations, team selection, morale, and strategy will be covered.

PHE 170 - Introduction to Exercise Science (3)

A course designed to provide the student with an overview of selected topics in the field of Exercise Science. These topics include the benefits of physical fitness, fitness evaluation, exercise physiology, sport biomechanics, motor integration, exercise epidemiology, athletic training, sport psychology and nutrition.

PHE 190 - Medical Terminology (3)

This course will enable the student to speak, use and understand commonly used terms in the field of medicine. This course is intended to enhance the understanding and use of the language of medicine by building, analyzing, defining, pronouncing, and spelling diagnostic terms that relate to the structure of the body systems, disease processes, laboratory tests, and clinical procedures commonly found in the health care setting.

PHE 198 - Health and Wellness for Women (2)

Explores personal health, safe behaviors, and developmental milestones for women through the life cycle from menarche and puberty to aging and menopause. Empowers individuals to take part in their own health by increasing knowledge of women's health and self-awareness. In addition, investigates social issues related to women's health.

PHE 210 - Computers & Technology in Physical Education and Sport (1 to 2)

This course is designed to educate the student in practical computer and technology applications relevant to Health, Kinesiology, Recreation and sport related vocations. This course is also designed to enhance the student's knowledge of basic computer applications and their potential within the student's chosen profession.

PHE 212 - Health, Wellness & Individual Performance Assessment w/Lab (3)

Utilizing the philosophical framework of holistic health, this course provides an introduction to the principles and concepts essential to healthy living. A weekly laboratory component of the course will give students the opportunity to complete individual physical performance assessments on the five components of health-related physical fitness as well as non-physical assessments.

PHE 225 - Psychology of Sport and Exercise (3)

The examination of psychological implications for sport, exercise, and injury.

PHE 229 - Cardiopulmonary Resuscitation (1)

A techniques course leading to certification in Emergency Cardiac Care.

PHE 230 - First Aid Basics (2)

A standard first-aid course, taught by the multimedia approach, that includes knowledge and skills needed in emergency care of the injured and ill until medical care can be obtained. Also covers basic life-support techniques for victims of respiratory emergency and cardiac arrest. Qualifying students receive a certificate in first aid.

PHE 235 - Professional Experience I (1)

Placement of majors and minors in a professional setting in order to gain hands-on experience. The YMCA, YWCA, classroom, schools, PAL Club, camps, hospitals and other fitness facilities will be utilized in this course. Background check fees may apply to this course.

PHE 236 - Professional Experience II (1)

A second placement in a professional setting to gain further insight into possible career opportunities and responsibilities. Evaluation will be by an on-site supervisor. Background check fees may apply to this course.

PHE 240S - Officiating Softball (1)

The techniques, methods, rules, mannerism of officiating softball. IHSAA certification.

PHE 240T - Officiating Track and Field (1)

The techniques, methods, rules, mannerism of officiating track and field. IHSAA certification.

PHE 242 - Elementary Physical Education (3)

The objectives, organization, methods, and activities of elementary physical education. Special emphasis on the development of basic fundamental movement skills in small children will be studied and clinical experiences in a school setting is required as a part of this course.

PHE 242P - Elementary Physical Education Practicum (1)

This course provides a practicum experience for K-12 physical education majors in elementary-level classrooms in public or private schools. Students will observe an experienced elementary physical education teacher who will serve as the supervising teacher for the experience. Students will teach a minimum of 3 lessons in the elementary physical education classroom, and will be observed and evaluated by both IWU physical education and education faculty. Graded as a Credit/No Credit class. Co-requisite: PHE-242. Permission of the Division of Education to take this course in conjunction with EDU-382C.

PHE 248 - Intercultural Studies in Physical Education and Sport (3)

A comparison of different countries and their different approaches to physical education and sports are the core of this course. An extensive study of the Olympics and their role in history will also be studied. This course may also follow a study-tour format while in another country for sport and physical activity purposes. This course meets the general education intercultural requirement.

PHE 255 - Scientific Aspects of Phys Education and Coaching (3)

Application of exercise science concepts for those involved in teaching physical education and youth sport coaching. The influence of exercise on the cardiovascular, musculoskeletal, and central nervous systems will be discussed from a developmental context of childhood and adolescence.

PHE 260 - Health, Physical Activity, and Human Movement (3)

A study of the basis of the human body; its structure, systems, and functions. Aspects of this course include nutrition for healthy lifestyles, risks of inactivity, disease prevention and recognition, benefits of activity (physical, social, and psychological), and social forces as they relate to health. The course will introduce students to developmental activities, basic movement patterns, and motor skill development. Physically active lifestyles will be addressed as to their value in regard to individual differences, self-esteem, socialization, spirituality, and enjoyment. This course is designed primarily for Elementary Education majors but is open to all students.

PHE 261 - Coaching of Baseball and Softball (2)

This course is an introduction to the different parameters involved in coaching the games of baseball and softball. A strong foundation for coaching both sports will be presented. The course includes the development of a coaching philosophy, game strategies, and sound practice sessions.

PHE 263 - Coaching of Football and Basketball (2)

This course is an introduction to the different parameters involved in coaching the games of football and basketball. A strong foundation for coaching both sports will be presented. The course will include the development of a coaching philosophy, game strategies, and sound practice sessions.

PHE 264 - Principles of Strength and Conditioning (3)

This course will introduce students to the principles of strength and conditioning, including muscular strength and endurance, periodization, performance evaluation and program design, and prepare them to sit for the national Certified Strength and Conditioning Specialist (CSCS) exam.

PHE 265 - Personal Training (3)

A course designed to prepare students for the National Strength and Conditioning Association Personal Trainer certification. There will be focus on exercise sciences, consultation and evaluation, exercise technique, program design, special populations, and legal issues.

PHE 274 - Coaching of Cross Country/ Track and Field (2)

This course is an introduction to the different parameters involved in coaching cross country and track and field. A strong foundation for coaching both sports will be presented. The course includes the development of a coaching philosophy, meet, event, and race strategies, as well as sound practice sessions.

PHE 275 - Coaching of Volleyball (1)

Proper techniques will be described for various volleyball skills. Drills for practice consideration will be introduced. Diagramming of various defensive and offensive alignments will be explained. The elements of equipment, scorekeeping, and volleyball statistics will be covered.

PHE 276 - Coaching of Soccer and Volleyball (2)

This course is an introduction to the different parameters involved in coaching the games of soccer and volleyball. A strong foundation for coaching both sports will be presented. The course includes the development of a coaching philosophy, game strategies, and sound practice sessions.

PHE 282 - Motor Development (2)

A course designed to help future professionals in their understanding of human motor development from conception to adulthood. Models and factors affecting motor development will be studied. The course will have applications to kinesiology, motor learning, adapted physical education, and both elementary and secondary education.

PHE 286 - Kinesiology (4)

The investigation and analysis of human movement, that will emphasize the anatomical concepts and physical laws related to joint and muscle action. Relationships between structure and function in accordance with general mechanical laws are also examined. Prerequisites: BIO-111, BIO-111L, BIO-112 and BIO-112L.

PHE 322 - Elementary Physical Education (3)

The objectives, organization, methods, and activities of elementary physical education. Special emphasis on the development of basic fundamental movement skills in small children will be studied and clinical experiences in a school setting is required as a part of this course. Prerequisite: Acceptance into the Teacher Education Program.

PHE 322P - Elementary Physical Education Practicum (1)

This course provides a practicum experience for K-12 physical education majors in elementary-level classrooms in public or private schools. Students will observe an experienced elementary physical education teacher who will serve as the supervising teacher for the experience. Students will teach a minimum of 3 lessons in the elementary physical education classroom, and will be observed and evaluated by both IWU physical education and education faculty. Graded as a Credit/No Credit class. Co-requisite: PHE-242. Permission of the Division of Education to take this course in conjunction with EDU-382C.

PHE 341 - Team Sports (3)

Designed to build skill and understanding of techniques and strategy of team sports. Also covers teaching techniques and progressions for each sport.

PHE 342 - Elementary Physical Education (3)**PHE 342P - Elementary Physical Education Practicum (1)****PHE 345 - Individual/Dual Sports (3)**

Designed to build skill and understanding of techniques and strategy of individual and dual sports. Also covers teaching techniques and progressions for each sport.

PHE 350 - Ethics and Character Development in Sport (3)

An extensive investigation of moral and ethical concepts, principles, and issues faced in the organization and administration of sport. The course is designed to help develop sound reasoning skills for the resolution of moral and ethical dilemmas. Emphasis will be placed on understanding how personal ethics affect organizational and personal responsibility. Special attention will be given to professional ethics in sport management, the establishment of a code of professional ethics, and applying this code of ethics to ethical issues in sport.

PHE 352 - Sport Law and Risk Management (3)

The course is designed to develop legal insight for effective management and the avoidance of legal problems associated with sport and recreational activity. Topics to be addressed include right to participate, liability for injuries, legal status of sports organizations, risk management, assertion of legal rights, and crisis management. Other areas of sport industry law to be covered are contracts, tort liability, negligence, gender equity, and sport labor relations.

PHE 354 - Sports Management (3)

A thorough study of the principles of sports management. The processes of planning, organizing, staffing, directing, coordinating, reporting, budgeting, and overall evaluation will be thoroughly explored. Specific aspects of leadership, goal setting, communications, motivation, decision-making, and time management will be addressed. A survey of the careers and professional opportunities will be identified. Understanding of the structure and process of sport organizations will be outlined.

PHE 362 - Nutrition for Health (3)

Emphasis on the relationship between diet and nutrition to healthful living. Topics include fad diets, nutritional deficiencies, effect on athletic participation, and consumer information.

PHE 365 - Public and Community Health (3)

This course is offered for teachers, nurses, case workers, and other voluntary and public health agency personnel. It emphasizes the problem-solving approach through small-group interaction, case method, and critical incident techniques.

PHE 366 - Alcohol and Drug Education (3)

A discussion of the major health problems of today. Drugs, sex, mental health, plus others are stressed to give a better understanding of some of the physical, emotional, and mental problems with which our entire student body will have to deal.

PHE 370 - Biomechanics (3)

The application of mechanical laws and principles to study the effects of internal and external forces acting on a human body including objects that are manipulated by the body. Study of the laws of physics and computations applied to sport motion.

Prerequisite: PHE-286.

PHE 370L - Biomechanics Lab (1)

The application of mechanical laws and principles to study the effects of internal and external forces acting on a human body including objects that are manipulated by the body. Study of the laws of physics and computations applied to sport motion in the laboratory. Prerequisite: PHE-286. Co-requisite: PHE-370.

PHE 371 - Administration of Physical Education and Athletics (3)

An in-depth course in the organization and administration of physical education, intramural, and athletic programs. Particular problems of each program will be investigated and analyzed. The process of planning, organizing, staffing, coordinating, directing, reporting, budgeting, and evaluating will be an integral part of this course.

PHE 374 - Physiology of Exercise (3)

The study of the effects of physical exercise upon the circulatory, neuromuscular, respiratory, digestive, and nervous system. Special emphasis is placed upon understanding the immediate and long-range adaptations of the body systems to exercise, limits, and work capacities in relation to age, sex, diet, environmental factors with the nature of activity as related to movement. Prerequisite: BIO-111, BIO-111L, BIO-112, and BIO-112L.

PHE 374L - Physiology of Exercise Lab (1)

Laboratory experiments to study the effects of physical exercise upon the circulatory, neuromuscular, respiratory, digestive, and nervous system. Special emphasis is placed upon understanding the immediate and long-range adaptations of the body systems to exercise, limits, and work capacities in relation to age, sex, diet, environmental factors with the nature of activity as related to movement. Prerequisites: BIO-111, BIO-111L, BIO-112, and BIO-112L. Co-requisite: PHE-374.

PHE 375 - Fitness Assessment and Exercise Prescription (3)

Introduction to physiological testing protocols and fitness evaluations performed in clinical and field settings. Focus is given to cardio-respiratory endurance, flexibility, muscular strength and body composition. Exercise prescription for healthy and various special populations (elderly, young children, and diseased) is also addressed.

PHE 377 - Physics of Sport Movement (3)

Study of the laws of physics and computations applied to sport motion. Prerequisite: PHE-370.

PHE 378 - Tests and Measurements (3)

A foundations course in the instruments and procedures for the assessment and evaluation of human performance. Influences from hypothesis testing, statistical nature of individual differences, error, preparation and administration of tests of physical ability and specialized motor skills, and analysis of selected research studies in the field are considered during the course.

PHE 379 - Principles of Fitness Assessment (2)

This course is designed to provide an introduction to physiological testing protocols and fitness evaluations performed in clinical and field settings. Focus is given to assessment of cardio-respiratory endurance, body composition, flexibility, muscular strength and muscular endurance. Prerequisites: Students must be at least a junior and have completed PHE-374.

PHE 380 - Principles of Exercise Prescription (2)

This course is designed to introduce students to the principles of exercise prescription. Focus is given to the American College of Sports Medicine (ACSM) guidelines for exercise prescription in the areas of cardio-respiratory endurance, flexibility, muscular strength, muscular endurance and body composition. The design of exercise prescription focuses on a variety of populations including adult, pregnant women, and diseased populations (cardiovascular disease, diabetes, obesity, osteoporosis). Prerequisites: Students must be at least a junior and have passed PHE-374 and PHE-379.

PHE 385 - Psychology of Motor Learning (3)

An examination of the learning of new and advanced motor skills for human performance. The principles of learning, practice, retention, motivation, and feedback will be explored.

PHE 399H - Honors Thesis/Project (3)

Work with a faculty mentor and in cooperation with an Honors College advisor, producing a research thesis or creative project.

PHE 410 - Wellness Internship (2)

An on-site experience in a health club, clinic, sports center, wellness center, hospital, industry, or university. Any institution where a Wellness Program exists or is being developed will suffice if a leadership experience is available.

PHE 413 - Health Promotion and Wellness Management (3)

A comprehensive course that addresses the planning, implementation, and evaluation of health promotion and wellness programs based on various wellness components including life-style, spirituality, nutrition, cardiovascular health, exercise fitness, stress, emotions, substance abuse, sexuality, health care, and mental wholeness.

PHE 415 - Nutrition for Sport and Performance (4)

Application of sports nutrition concepts to those involved in sport and fitness activities. Nutritional demands of various types of physical activity will be discussed as well as the use of nutritional supplements and ergogenic aids for performance enhancement. Prerequisite: PHE-374.

PHE 420 - Sports Marketing, Promotion, and Fund Raising (3)

The application of fundamental marketing concepts to the sport industry will be presented. Sport will be discussed as a product and as a market. A second component of the course will provide basic techniques for program promotion. A comprehensive Public Relations plan will be developed. A final aspect of the course will be to present sound and positive practices leading to successful fund raising.

PHE 422 - Sports Management Internship (3)

An in-depth leadership experience related to the sports management field and/or industry. Field placement will be coordinated through the instructor.

PHE 423 - Adapted Physical Activity (3)

Programs and prescription for individuals with physical and cognitive disabilities in a physical activity setting will be discussed in relation to methods and activity needs.

PHE 470 - Sports Ministry Internship (3)

An in depth experience of leadership, observation, and contribution in a Sports Ministry setting. Placement will be coordinated and arranged in cooperation with the instructor.

PHE 475 - Independent Learning (1 to 3)

Individually arranged reading, problem solving, or research in physical education.

PHE 480 - Senior Seminar in Health and Human Performance (2)

A capstone course focusing on current issues, trends, topics, professional entry, and professional opportunities. Major specific.

PHE 483 - Exercise Science Internship (4)

An on site experience, with an organization/association, that offers the student an in-depth exposure to several facets of exercise science. It is anticipated that the student will experience first-hand activities related to exercise prescription, fitness parameters, cardiac education, and other related human performance components. Placement will be coordinated with the course instructor.

PHE 485 - Senior Seminar 1 (1)

A course designed to provide the student with more advanced topics in the field of Exercise Science including an introduction to research and preparation for his/her career. Students must be in their senior year. Prerequisite: Students must have completed 9 new (nontransferred or substituted) credits in the major.

PHE 486 - Senior Seminar II (1)

A course designed to provide the student with more advanced topics in the field of Exercise Science including an emphasis on research. Students must be in their senior year. Prerequisite: PHE-485.

PHL - Philosophy**PHL 180 - Humanities Philosophy (3)**

A study of philosophy within the seven major historical periods with primary consideration being given to outstanding thinkers and trends of thought such as rationalism, empiricism, idealism, realism, existentialism, and naturalism.

PHL 181 - Introduction to Philosophy (3)

This is a beginning course in the study of Western philosophy from a biblical worldview. Attention is given to the historical development of philosophy by examining the key themes, ideas, and figures that have shaped this history. A focal point of the course is the relationship of these different philosophical viewpoints with biblical truth. Not open to students with credit in PHL-180.

PHL 280 - Ancient and Medieval Philosophy (3)

A survey of the history of philosophy from the pre-Socratics to Bacon. Prerequisite: PHL-180.

PHL 281 - Modern and Contemporary Philosophy (3)

A survey of the history of philosophy from Descartes to the present. Prerequisite: PHL-180.

PHL 282 - Ethics (3)

A study of the fundamental ethical problems of the individual and society and a survey of the various fields of practical ethics. Prerequisite: PHL-180 or permission of department.

PHL 283 - Philosophy and Christian Thought (3)

This course provides an overview of several subjects in the study of philosophy (e.g. ethics, epistemology, metaphysics) from a Christian worldview with a distinctively Wesleyan-Arminian perspective.

PHL 285 - Logic (3)

The fundamental principles of classical and modern logic. An investigation of the basic principles of reasoning, both inductive and deductive. Not open to freshmen. Prerequisite: PHL-180.

PHL 286 - Ethics and Morality (3)

This course will examine ethical norms and decision making from a biblical perspective. Students will explore the fundamental principles of the Bible and Christian morality and think carefully about how these principles can be utilized to address and resolve the moral issues and problems that Christians in the modern world face.

PHL 293 - Exploring God's Existence (1)

Students develop a working knowledge of the most common arguments given for the existence of God in philosophical and apologetic literature. Students will learn the structures, strengths, and weaknesses of various arguments.

PHL 294 - Life's Big Questions: Metaphysics (2)

Students will be introduced to the philosophical field of metaphysics, examine issues addressed by metaphysicians, and explain which answers to metaphysical questions are compatible with a Christian worldview.

PHL 330 - Philosophy and Theology in Film (3)

Realizing that the medium of film has become the principal mass vehicle for the transmission of philosophical and theological ideas, this course will study a variety of films with the intent to identify ontological, epistemological, and ethical presentations of both Christian and non-Christian world views. Prerequisite: PHL-180.

PHL 334 - Philosophy of Religion (3)

An investigation of the characteristics and significance of the nature of humanity and human religious experiences. Consideration will be given to the evidences for the nature of theism, the major challenges to the Christian faith, the persistent problems of naturalism versus supernaturalism, the existence of the non-Christian religions, and of evil in God's world. Prerequisite: PHL-180.

PHL 391 - Directed Studies in Philosophy (1 to 2)

This course prepares students to perform basic research in which they learn to use Off Campus Library Services (OCLS), electronic periodical indexes, and information resources. Students will identify and select appropriate material for inclusion in a college level research project which will be submitted at the conclusion of the course.

PHL 430 - Advanced Topics in Philosophy (3)

This course covers a specialized and advanced topic in philosophy that is not covered in the normal curriculum. It is always offered with a subheading and is repeatable under a different subheading up to 12 hours. Prerequisite: PHL-180 and junior or senior classification.

PHL 438 - Religions of the World (3)

A careful study from the philosophical perspective of the great oriental religious systems and the more recent cults that have emerged from these systems. Comparisons and differences will be noted and their major influence upon their respective cultures will be assessed. Especially recommended for missionary candidates. This course may be counted toward an Intercultural major or minor. Prerequisite: PHL-180. Meets General Education intercultural requirement.

PHL 475 - Independent Learning-Philosophy (1 to 3)

Individually arranged reading, problem solving, or research in philosophy. Prerequisite: PHL-180.

PHL 480 - Toward a Philosophy of World Changing (2)

This capstone course for Religion and Philosophy majors will explore contemporary questions concerning the points of interface and tension of religion and philosophy with contemporary society. In a seminar setting, each participant will select and research a particular issue confronting society, synthesize insights gained in prior coursework, and explore possible ramifications and responses to this issue. Restricted to senior Religion and Philosophy majors.

PHL 510 - Christian Worldview (3)

The purpose of this course is to develop a biblical, Christian worldview, not only in the area of philosophy and theology, but also in the areas of the arts, social sciences, and physical sciences. The student will be prepared to defend the Christian view in light of non-Christian challenges.

PHL 581 - Christian Ethics and Today's Moral Issue (3)

In this course students will explore a wide variety of current ethical dilemmas, apply the rich biblical, theological, and philosophical resources of Christian ethics to those dilemmas, and employ a seven-step process to formulate appropriate responses to those dilemmas.

PHL 582 - Christian Ethics and Applied Virtues (3)

This course examines ethics from biblical, theoretical, and applied perspectives. Students will focus upon ethics from both being and doing perspectives. Students will explore the vices commonly referred to as the "seven deadly sins" as well as Christian virtues that resist or overcome those vices. In addition, students will practice personal disciplines and reflection the cultivation of their own virtues.

PHL 610 - Apologetics (3)

This course presents the principles of Christian apologetics, with an emphasis on epistemology. Special attention is given to common philosophical inconsistencies held by non-believers and approaches to defending the Christian faith.

PHY - Physics

PHY 120 - Physical Science (4)

An introductory course in the physical sciences designed for the non-science major. Emphasis is placed upon understanding the major principles and concepts of the physical sciences. Mathematical skills are not emphasized. Co-requisite: PHY-120L. This course with its co-requisite laboratory fulfills the general education lab science requirement. Required for Science Minor for Education Majors.

PHY 120L - Physical Science Lab (0)

Lab to be taken as a co-requisite to PHY-120.

PHY 140 - Astronomy (3)

A descriptive survey of the basic concepts of astronomy. Topics to be studied will include the sun and its family of planets, the properties of stars and galaxies, and the structure of the known universe. Math skills are not emphasized. Optional co-requisite: PHY-140L. This course with its co-requisite laboratory fulfills the general education lab science requirement (PHY-140 and PHY-140L taken concurrently). Considered an elective in the Science Minor for Education Majors if taken with PHY-140L. Prerequisite: high school algebra.

PHY 140L - Astronomy Lab (1)

This course is an optional lab which can ONLY be taken concurrently with PHY-140. Laboratory sessions will include several outdoor sessions, weather permitting, using IWU portable telescopes to observe and photograph craters on the moon, the planets Jupiter, Saturn, Mars and Venus, brighter nebula and star clusters. Other topics to be covered include the basic operation and handling of telescopes, use of celestial coordinates and setting circles, and an introduction to the visible constellations. The remaining labs will be performed indoors, incorporating laboratory studies of optics, spectral emission lines, Doppler shifts and other astronomy related topics. This course will fulfill the general education lab science requirement ONLY if it is taken concurrently with PHY-140.

PHY 211 - General Physics I (4)

First part of a two-semester non-calculus introductory course in physics covering mechanics, thermodynamics (heat), and waves. Prerequisite: High school trigonometry or MAT-120. Co-requisite: PHY-211L.

PHY 211L - General Physics Lab (0)

Lab to be taken as a co-requisite to PHY-211.

PHY 212 - General Physics II (4)

Second part of a two-semester non-calculus introductory course in physics covering electricity, magnetism, optics, and topics in modern physics. Prerequisite: PHY-211 or equivalent, high school trigonometry or MAT-120. Co-requisite: PHY-212L.

PHY 212L - General Physics Lab II (0)

Lab to be taken as a co-requisite to PHY-212.

PHY 221 - University Physics I (4)

Calculus-based introductory physics covering kinematics, dynamics, statics, introductory rotational motion, waves, harmonic motion, and basic heat and thermodynamics. Prerequisite or co-requisite: MAT-253 or equivalent. Co-requisite: PHY-221L.

PHY 221L - University Physics I Lab (0)

Lab to be taken as a co-requisite to PHY-221.

PHY 222 - University Physics II (5)

Calculus-based introductory physics covering electricity, magnetism, optics, and topics in modern physics. Prerequisite: PHY-221 or equivalent. Co-requisite: PHY-222L.

PHY 222L - University Physics II Lab (0)

Lab to be taken as a co-requisite to PHY-222.

PHY 230 - Electronics (4)

A study of the theory and application of transistors, integrated circuits, and other components of electronic circuits. Three class periods and one laboratory period. Prerequisite: High school algebra and trigonometry or MAT-120.

PHY 270 - Modern Physics (3)

Modern Physics is an intermediate (sophomore-level) course that expands on what is considered "modern physics" - physics based on two major breakthroughs in the 20th Century: special relativity and quantum mechanics. The course details the conceptual evolution of modern physics ideas and describes the struggles between classical ideas of Newtonian mechanics versus relativistic mechanics, and between the particle and wave view of light and matter. The theoretical framework is also discussed and important experiments critical to this evolution detailed. Prerequisites: PHY222 and MAT-254 or their equivalents.

PHY 311 - Analytical Mechanics (3)

In-depth study of the motion of rigid bodies. Three-dimensional translational and rotational motion. Oscillations. Lagrange equations. Inertial and non-inertial frames. Prerequisite: PHY-222 (or PHY212 and permission of instructor) and MAT-254.

PHY 321 - Thermodynamics/Statistical Mechanics (3)

Thermal equilibrium, thermodynamic equations of states. Thermodynamic potentials. Irreversibility. Phase transitions. Kinetic theory of gases. Introduction to classical quantum statistical mechanics. Prerequisite: PHY-222 (or PHY-212 and permission of instructor) and MAT-254.

PHY 325 - Mathematical Methods of Physics (3)

This course introduces a variety of mathematical techniques used in solving many problems in the field of physics. The course begins with a review of linear Euclidean vector spaces and generalizes this to tensor analysis and to the higher dimensions of Hilbert space. Linear algebra and its formalisms will be developed and applied to linear vector spaces and applied to simple problems of relativity. The physical intuition behind vector calculus theorems such as the Divergence Theorem and Helmholtz Theorem will be emphasized. The approach of linear algebra as applied to variables will then be generalized to analytical functions. The course will then introduce the concepts of basis eigenfunctions, eigenvalues, normalization and orthogonality in the context of infinite-dimensional Hilbert Space. The different approaches to solving different types of differential equations appearing in all branches of physics will be studied. Legendre polynomials and Hermite polynomials will be introduced as naturally arising in solving the hydrogen atom problem and quantum mechanics problems. The powerful theory of Green's function will be introduced and applied to problems in electromagnetism. Throughout the course, examples and applications that have connections to other branches of physics (e.g. classical mechanics, relativity, quantum mechanics, etc.) will be employed extensively to give the student the sense of universal utility of these mathematical methods. Prerequisite: MAT-353.

PHY 331 - Electromagnetism I (3)

Electrostatic fields in vacuum. Gauss's law. Solution of electrostatic boundary-value problems. Electrostatic fields in material media. Electric currents. Electromagnetic waves. Maxwell's equations. Special relativity. Prerequisite: PHY-222 (or PHY-212 and permission of instructor) and MAT-254.

PHY 341 - Waves and Optics (3)

Topics include geometrical and physical optics, interference, diffraction, lasers, fiber-optics, electromagnetic wave theory, and optical instruments. Prerequisite: PHY-222 (or PHY-212 and permission of instructor).

PHY 351 - Quantum Mechanics I (3)

Topics include wave-particle duality, wave functions, operators and observables, matrix representation, and three-dimensional Schrodinger's equation. Prerequisite: PHY-222 (or PHY-212 and permission on instructor) and MAT-254.

PHY 361 - Introduction to Health and Medical Physics (3)

Introduction to the use, detection, and disposal of radioisotopes in medicine and biological research. Biological effects of radiation, including from nuclear weapons. Introduction to different imaging techniques in medicine, such as X-ray and MRI. Applications of lasers in medicine.

PHY 385 - Advanced Physics Laboratory/Measurements (4)

Theory of measurements, detectors, interfaces, error and accuracy analysis, data acquisition, and processing. Laboratory application of a design of an experiment and experimental apparatus and measurements of physical quantities. Prerequisite: PHY-222 (or PHY-212 and permission of instructor).

PHY 440 - Astrophysics (3)

This is an introductory course in astrophysics which serves as an elective for the Physics major and Physics minor program. Other science or math majors may take this as a simple general elective. Three class periods per week are required. The class provides the student with an introduction to most of the major concepts and principles of the workings of observational and theoretical astrophysics. We will discuss current thoughts on modern cosmology, and investigate major revisions of our ideas concerning the workings of the universe, the solar system, stars, galaxies, and cosmology; including recent discoveries about the planets, moon, sun, pulsars, quasars, space explorations and radio astronomy, and blackholes. Prerequisites: PHY-222 and MAT 254 Calculus II or equivalent.

PHY 475 - Independent Learning-Physics (0 to 1)

Individually arranged study and/or research in physics. Prerequisite: Permission of instructor.

PHY 490 - Physics Senior Seminar (1)

This course is intended to help science majors to synthesize, integrate, and apply their scientific understanding. The course will focus on advanced topics and on ethical and social implications of science. Some emphasis will be given to research and to written and oral communication skills as used in the sciences. The major Field advancement Tests in physics will be administered as a part of this course. The course is required of all majors. Prerequisite: Senior standing, physics major or minor.

PHY 495 - Research in Physics (1 to 2)

Students will engage in original research under the direction of a faculty member. This course may be repeated but only two credits total may be applied toward the physics minor. Specific areas of physics research may include but are not limited to astronomy, atomic physics, biophysics, condensed matter physics, mathematical physics, medical physics, physics education, to name a few. Prerequisites: PHY-212 or PHY-222 (or equivalent) and permission from instructor.

PLS - Paralegal Studies

PLS 201 - Foundations to the Paralegal Profession (3)

This course presents the role of paralegals in the legal system, paralegal skills, legal working environments, ethical considerations, and career opportunities. Students are introduced to the sources of law, an overview of courts, and alternative dispute resolution systems.

PLS 210 - Legal Research and Writing (3)

This course is designed to provide students with a solid working knowledge of the tools in law libraries, including both state and federal primary and secondary materials. Students will research, analyze, and solve problems in the legal world and communicate the results in a competent and ethical manner.

PLS 221 - Civil Litigation (3)

This course explores the process and procedures associated with a civil case. It includes the initial client interview and fact gathering, preparation of pleadings, trial preparation, post-trial procedure, ethical considerations for handling a civil law case, and the application of technology in the preparation and trial of a law suit.

PLS 223 - Contracts (3)

This course provides students with a general overview and understanding of the elements of a contractual relationship, applicable laws related to contract negotiations and terms, and the remedies available if the agreement is breached.

PLS 225 - Criminal Law and Procedure (3)

This course provides the student with the basic principles and history of American criminal law, the elements of specific crimes, the procedures of the criminal justice process, and the constitutional rights of the accused.

PLS 227 - Family Law (3)

This course addresses fundamental topics including marriage, divorce, annulment, property division, parenthood, adoption, custody, support, and family violence along with emerging areas within family law.

PLS 229 - Torts (3)

This course presents the definitions of tort laws and describes how tort laws are applied to various situations and fact patterns. This course also explores the process of filing tort cases in court in terms of parties, pleadings, timing, and the appeals process.

PLS 231 - Wills, Trusts, and Estates (3)

This course covers how to legally and ethically develop and administer an estate plan. Students will be introduced to specialized legal vocabulary and relevant substantive and procedural law.

PLS 290 - Capstone in Paralegal Studies (3)

This capstone course provides students with the opportunity to integrate the theoretical knowledge and practical skills they have acquired through the program and apply them to a legal setting.

PMD - Pre-Medical Science

PMD 110 - Preparing the Christian Health Professional (1)

This course is designed to introduce the freshman pre-med student to a Christian perspective of a career in medical science. Emphasis will be placed on the Christian medical scientist's role as a "world-changer" by reconciling a Christian worldview with the requirements, demands, and dilemmas encountered in medical (graduate) school and in the practice of medicine. For the purposes of this course a "medical scientist" is defined as a person engaged in any of the following: medicine, dentistry, veterinary medicine, optometry, physical therapy, occupational therapy, biomedical research, or physician's assistant. This course is not intended for nursing or athletic training majors and does not fulfill any of the General Education requirements of the institution.

PMD 310 - Perspectives in Scientific Reasoning (1)

This course is designed to assist students in preparing for comprehensive assessments that will measure their ability to integrate science, math, English, and other disciplines in a meaningful way. The development of critical thinking and reasoning skills will be emphasized by studying and analyzing cross-disciplinary problems such as the application of principles of physics and chemistry in the human body. This course will be helpful in preparation for national tests such as the MCAT, DAT, OAT, and GRE. Students will be expected to have completed the course requirements for their respective test, since the anticipated sequence is to take this course in the spring and then to take the test within a month or two of completion of this course.

POL - Political Science

POL 100 - American Government (3)

A study of American federal government in all its important phases with an introduction to the major fields of political science, including political thought, domestic politics, political economy, and international politics.

POL 200 - State and Local Government and Politics (3)

A study of the design and operation of state and local government within the American federal system with an emphasis on practical issues, citizenship principles, and Christian involvement. Gives credit for majors in Criminal Justice, Political Science, or Social Work.

POL 215 - Foundations of Political Science (3)

This course provides a general introduction to the major concepts and themes of political science. As a comparative survey of the questions, approaches and methods in political science the course offers an analytical foundation for evaluating and explaining a wide variety of political phenomena. Throughout the semester several of the subfields comprising political science including American politics, comparative politics, world politics, law and public policy are introduced and highlighted to prepare students for upper-division coursework in these specific areas of study. All through the course consideration is given to determining how a Christian worldview can be applied to the complex realities of governing in modern societies.

POL 220 - Issues in Political Science (3)

This course is designed to guide students in the exploration of a selected contemporary or historical issue in the field of political science.

POL 230 - World Politics (3)

The purpose of this course is to introduce the study of world politics. By surveying the key concepts and theories utilized to assess contemporary global affairs this course provides a framework for analyzing world politics in a systematic and sophisticated manner. Course topics will provide a brief overview of the major areas of study within the field of international relations including foreign policy analysis, global politics and governance, international political economy and the continuing evolution of the international system.

POL 232 - Comparative Politics (3)

This course surveys the most important concepts, approaches and methods in the comparative study of politics. Students are introduced to comparative politics as a method of research and a field of study examining the domestic politics of governments throughout the world. Course material discusses and applies the conceptual, theoretical and methodological tools of comparative political analysis, examines the characteristics and effects of various types of contemporary political systems, and surveys the politics of and recent trends in select countries and regions throughout the world.

POL 240 - Public Policy Processes (3)

This course is an introduction to public policy processes in the United States. An important part of the course involves helping students to develop the potential to formulate, assess and evaluate public policy in terms of ideas, actors, and steps, and to begin to develop expertise in policy in issue areas of concern to them. The course is also intended to develop students in analytical thinking, primary and secondary research, and social science writing.

POL 275 - Pre-Law Tutorial Study (0 to 1)

Directed personalized study to prepare Pre-Law students for the Law School Admission Test (LSAT). Required each semester for all Pre-Law students. May be repeated for credit for up to three credits. Prerequisite: Consent of the department.

POL 291 - Introduction to Law (3)

Designed to give a basic understanding of law. The legal process is examined including a study of the fundamentals of criminal and tort law, law enforcement, society and the law, contracts, agency, and employment law. Gives credit for majors in Political Science or Criminal Justice. Prerequisite: POL-100 or CRJ-181.

POL 322 - Research Design and Methods in Political Science and Economics (3)

This course will provide students with an introduction to research methods and statistical techniques used in social science research, particularly in the fields of economics and political science. This will include basic knowledge of the concepts and models employed for conducting experimental research, policy analysis and program evaluation, and unobtrusive research from data sets. Emphasis will be placed on using and applying the qualitative and quantitative techniques most widely utilized in social science research. This course gives credit for political science and history majors. Prerequisite: MAT-112, MAT-305 or BUS-320.

Crosslisted as: ECO-322.

POL 332 - Conflict Processes (3)

The purpose of this course is to cover a variety of theoretical and ethical approaches to the problem of understanding international conflict. Strong emphasis will be placed on the evaluation of the empirical literature attempting to explain the causes of war and peace. Historical continuity and change in international conflict will be examined via the analysis of a variety of case studies of global, regional and intrastate war. By combining a theoretically sophisticated understanding of the causes, results, and resolution of conflict, coupled with concerns about the moral justification of war, students will emerge prepared to formulate thoughtful, concrete opinions on issues of global conflict. Prerequisite: POL-230.

POL 345 - Political Science International Travel Seminar (3)

This course is designed as an international travel seminar to observe, understand, and comparatively assess the systems and governments of select countries around the world. Course content examines the history, culture, environment, economics, governing processes, healthcare, public policy, and/or international interactions of the designated country. The course blends international travel, interdisciplinary study, intercultural interactions with peers, instructors, and nationals, lectures, site visits,

and interactive meetings to provide a unique experiential learning environment. Attention is given to synthesizing course content and in-country experiences from the journey as students individually and corporately reflect upon matters that relate to their chosen areas of study and being agents of change in the world.

POL 350 - Political Science Practicum (1 to 3)

Directed experience in politics or law. Required of all Political Science majors. (POL-371, POL-401, or HST-450 may be substituted for this requirement.) May be repeated. Prerequisite: Consent of the department. Offered every semester.

POL 354 - Foreign Governments (3)

A study of historic and contemporary types of governments in relation to their social, economic, and ideological backgrounds. Prerequisite: HST-185 and HST-190 or POL-100.

POL 355 - American Political Processes (3)

The purpose of this course is to examine the various political processes and linkages that connect citizens to political outcomes. Course content will focus on theoretical frameworks from political scientists regarding the formation, nature, and function of political parties, interest groups, and political action committees. The primary focus will be on current scholarship, including both books and journal articles from respected scholars in the field of Political Science. However, students will also be introduced to important works by political scientists that date back to the 1950s. The course format is a combination of lecture and discussion; therefore, relevant questions and other student contributions are an essential element of the course. Prerequisite: POL-215.

POL 360 - Policy Formation (3)

This course is intended as an inquiry into the process of policy formation at the national level in the U.S., in the developing country context, and at the transnational (international, multilateral) level. The emphasis will be on social and environmental policy, with some discussions of other issue areas. Prerequisites: POL-100 and POL-240 or consent of department.

POL 365 - Religion and Politics (3)

The purpose of this course is to provide an in-depth analysis of the connection between religion and politics. The course will explore some historical examples demonstrating various relationships between Church and State. The place of Christianity and/or involvement of the institutional church with government is central; however, students will examine other religions and political arrangements to see if there are universal principles. Course content will focus on scholarly research in these and related areas. This course is designed for Political Science and History majors, but also will have strong relevance and appeal to Religion and Education majors. Prerequisite: POL-100 or consent of department.

POL 367 - Political Thought (3)

A survey of political thought from ancient systems to modern totalitarianism. Emphasizes Christian and modern Western-American political theory and systems. Gives credit for majors in Political Science or Philosophy. Prerequisite: HST-185 and HST-190; or POL-100.

POL 371 - International Studies (3)

International travel, observation, and study of the political patterns of foreign nations. Extra fee: air travel, lodging, meals, and miscellaneous. May be repeated. Prerequisite: Consent of the department.

POL 375 - Foreign Policy Analysis (3)

This course examines the way international actors make decisions regarding how they will interact with other members of the international community. Students will be introduced to the variety of ways in which the foreign policy-making processes within and across countries operate and can be explained. A number of influences on foreign policy are discussed, including individual policy makers, characteristics of the domestic political environment, and international systemic factors. The course surveys these influences, concepts and theoretical approaches in preparation for the in-depth and hands-on analysis students will undertake in the later part of the semester. Prerequisites: POL-230 and POL-232.

POL 399H - Honors College Thesis-Political Science (3)

Work with a faculty mentor and in cooperation with an Honors College advisor, producing a research thesis or creative project.

POL 401 - Political Science Travel Seminar (3)

Travel course to Washington, D.C., designed to provide students with a greater understanding of the American governmental and political infrastructure. Extra fee: travel, lodging, meals, and miscellaneous. Prerequisite: Consent of the department.

POL 420 - American Institutions (3)

The purpose of this course is to provide an advanced study of the institutions of American government. The formal political institutions include: the presidency, Congress and federal courts (Supreme Court). The course examines the interrelationship and interactions among these three political institutions, with particular emphasis on institutional approaches, development, and structure. The course will also explore some of the foundational mechanisms that provide support for the formal institutions, including voting, federalism, and religion. Course content will focus on scholarly research in these and related areas. This course will provide both a broad overall conception of the current field of Political Science, as well as major areas of specialization. Prerequisite: POL-215.

POL 425 - Federalism and Public Policy (3)

This course is designed to understand different federal contexts for policymaking and policy implementation from Africa, Asia, Australia, Europe, the Middle East, and North South America. The primary objective of the course is to help students understand the relationship between federalism and democracy as the growing debate about the future of democratic governance in a globalizing world is increasingly cast in federal terms. Prerequisite: POL-100 or permission of the department.

POL 432 - Global Governance (3)

This course is an advanced survey of the norms, institutions and processes increasingly constituting some type of governance at the global level. Students will be acquainted with the knowledge and analytical tools needed to cope with an increasingly complex and interconnected global system. Towards this end, the course introduces the key dimensions, actors and nature of global governance; identifying the most significant concepts and theoretical approaches to understanding global rule. The course also addresses the various debates about global governance and explanations for the increasing demands in global governance structures. Prerequisites: POL-230 and POL-232.

POL 470 - International Relations Capstone (3)

This is an advanced seminar in the methodological study of political phenomenon. Students will enhance their research, analysis and critical thinking skills through practical experience in the process of scholarship. As a capstone experience students will plan, research and write a scholarly research piece addressing an empirical puzzle relevant to their interests. The course is highly recommended for students pursuing graduate education. Prerequisite: Upper-division Status.

POL 470H - International Relations Capstone Honors College Thesis (3)

This is an advanced seminar in the methodological study of political phenomenon. Students will enhance their research, analysis and critical thinking skills through practical experience in the process of scholarship. As a capstone experience students will plan, research and write a scholarly research piece addressing an empirical puzzle relevant to their interests. The course is highly recommended for students pursuing graduate education. Prerequisite: Upper-division Status.

POL 471 - Political Science Research Seminar (3)

This is an advanced seminar in the methodological study of political phenomena serving as a cumulative and integrative capstone experience. Students will enhance their research, analysis and critical thinking skills through practical experience in the process of scholarship. As a capstone experience students will design, research and write a scholarly piece addressing an empirical puzzle relevant to their interests. Prerequisite: POL-215 and POL-322 or consent of the department.

POL 475 - Independent Learning in Political Science (1 to 3)

Individually arranged research and writing in political science. Prerequisite: Consent of the department.

POL 515 - Urban Economics and Policy (3)

An introduction to urban economic theory, urban spatial form, and urban policy problems. Topics include theories of urban evolution and form, regional comparative advantage and trade, urban economic growth and development, the limits to metropolitan size, land-rent gradients, public goods and externalities in urban areas, and urban policy problems including: poverty, housing, segregation, transportation networks, congestion, land use planning, and issues in local and regional governance and public finance.

POL 521 - Public Institutions and Values (3)

This foundational course introduces students to the complex social, economic, political, and ethical context of public administration in the United States. Students gain an understanding of values of public institutions and the importance of public involvement in decision-making. Students develop skills for interpreting and critically evaluating the competing concerns and complexities of American public service issues.

POL 522 - Research Design and Methods (3)

This course will provide students with an introduction to research methods and statistical techniques used in social science research, particularly in the fields of economics and political science. This course will include basic knowledge of the concepts and models employed for conducting experimental research, policy analysis and program evaluation, and unobtrusive research from data sets. Emphasis will be placed on using and applying the qualitative and quantitative techniques most widely utilized in social science research.

POL 523 - Organizational Management and Behavior (3)

This class explores the contemporary theories and practice of managing public sector organizations through the lenses of organizational theory and behavior and decision-making.

POL 526 - Foundations of Public Policy (3)

This course is designed to introduce the foundations of public policy. The course will enable students to understand why some public problems reach the public agenda, why some policy options (solutions and strategies) are adopted and others rejected, and why some policies appear to succeed while others appear to fail. This course will develop the student's ability to understand how public policy is imagined, created, implemented, and evaluated.

POL 527 - Scholarship (3)

This course introduces students to the practice of analytical thinking as it is applied to the social sciences and policy analysis. As a foundational course for skill development, attention is given to detailing the practice of scholarly inquiry and introducing the logic of social science research. Emphasis is placed on developing and refining fundamental research skills involved in the evaluation, conduct, and communication of empirical work.

POL 528 - Economics and Policy (3)

This course examines economic theory and methods of analysis used for making, implementing, and evaluating government policies. The course covers how key theories of macro and microeconomics can be used in formulating public policy decisions. Methods of evaluating public policies will be covered with particular focus on marginal analysis and cost/benefit analysis. The course will also cover the concepts of public goods, externalities, and public choice theory.

POL 531 - Financing Public Services (3)

This course examines the management of public investments and theories of taxation and non-tax revenues.

POL 533 - Ethical Leadership in the Public Sector (3)

This class examines the responsibilities and benefits of ethical public sector leadership. This class will cover critical thinking, normative decision-making, and the role of values in public policy and public affairs. Ethical theories and principles commonly used in public administration are emphasized.

POL 535 - Public Policy Processes and Strategies (3)

This class explores processes through which public demands are communicated, converted into public policy, and implemented in the context of the American democratic system. Examines the intersection of politics, policy, and administration as well as the diverse strategies and tools of public action through the lenses of current events.

POL 541 - Research Methods and Inquiry (3)

This first course in a two course sequence introduces students to applied research design, data collection, data management, data analysis, and analytical reporting to allow students to conduct original research, be informed consumers of research, and be ultimately improved decision makers in public sector settings.

POL 542 - Policy Analysis (3)

This course is designed for acquisition of practical skills in policy analysis. Policy analysis is the art, craft, and science of collecting and interpreting information that clarifies the causes and effects of public problems and the likely consequences of

policy options. Policy analysis requires technical understanding of analytical tools and diverse policy contexts, as well as the ability to produce and communicate practical advice. To this end, policy analysis draws from the ideas and methods of many disciplines including political science, economics, and environmental science.

POL 543 - Scholarly Research and Writing (3)

This second course in a two course sequence introduces students to qualitative research and various aspects of scholarly writing. This class prepares students to communicate research clearly and effectively as public service leaders.

POL 545 - Political Science International Travel Seminar (3)

This course is designed as an international travel seminar to observe, understand, and comparatively assess the systems and governments of select countries around the world. Course content examines the history, culture, environment, economics, governing processes, healthcare, public policy, and/or international interactions of the designated country. The course blends international travel, interdisciplinary study, intercultural interactions with peers, instructors, and foreign nationals, lectures, site visits, and interactive meetings to provide a unique experiential learning environment. Attention is given to synthesizing course content and in-country experiences from the journey as students individually and corporately reflect upon matters that relate to their chosen areas of study and being agents of change in the world.

POL 565 - Public Administration and Finance (3)

A penetrating analysis of public administration and expenditures. Explores revenue including taxation, budget examination, and the effect of fiscal policy on the economy.

POL 586 - Capstone in Public Policy and Affairs (3)

This course is an advanced application seminar serving as a cumulative and integrative experience that draws together the various research and content components of the MPA curriculum. The course facilitates an analytical exercise through which students address relevant public affairs issues and problems. In consultation with the course facilitator students may complete a policy analysis, program assessment, or research thesis identifying and exploring real world problems facing policymakers in the public and private sectors. Additionally, the course provides a summative assessment of the knowledge accumulated by students throughout the program.

POL 587 - Capstone in Public Affairs (3)

In this class, students will conduct an in-depth analysis of a real-world case study of their choosing that has public sector implications in order to develop lessons learned that speak to the broader public affairs audience. Students are expected to apply concepts and theories presented throughout the program in a capstone paper.

PREP - Preparatory Requirements

E0

PREP ENG - Requirement Met by Test Score (0)

Used for DA purposes only to identify the Basic English requirement.

M00

PREP MATH - Requirement Met by Test Score (0)

Used for DA purposes to identify that Basic Math Requirement has been met.

N000

PREP NLSND - Requirement by Test Score (0)

Used for DA purposes to identify the Basic Reading.

R00

PREP READ - Requirement Met by Test Score (0)

Used for DA purposes only to identify the Basic Reading requirement is met by test scores.

R000

PREP READC - (0)

Used for DA purposes only to identify the Basic Reading Comprehension requirement.

PREP READV - Requirement by Test Score (0)

Used for DA purposes to identify the Basic Reading Vocabulary requirement.

R00000

PREP READEPL - Requirement by Test Score (0)

Used for DA purposes to identify the Basic Reading Requirement.

S0

PREP SCI - Requirement Met by Test Score (0)

Used for DA purposes only to identify the Basic Science requirement.

W00

PREP WRIT - Requirement Met by Test Score (0)

Used for DA purposes only to identify the Basic Writing requirement is met by test scores.

PROC - Proclamation

PROC 520 - Transformational Communication (3)

This course is designed to advance the graduate student's understanding of and facility with transformational communication and/or the task of feeding a congregation spiritual truth from the Word of God. The course will focus on the three primary areas: the analytical tools needed to understand the cultural context and personal needs of the audience, the exegetical tools required to bring scriptural and Christian truths to bear on those needs, and the personal tools needed to communicate truth clearly and with conviction. The overall thrust of the course is to prepare students to understand and enact the leadership role that preaching and transformative communication plays in shaping the life of a church and other ministry contexts.

PROC 525 - Effective Communication With Children And Youth (3)

This course exposes students to the tools of effective communication in teaching and preaching children and youth. It explores the role of biblical narratives in youth and family ministry and the impact of learning styles, culture, and personality on effective communication.

PROC 600 - Christian Proclamation (6)

This course is a comprehensive, integrative approach to Christian proclamation, beginning with biblical foundations and ending with the tools needed to communicate effectively in specific settings. Topics range from a theology of revelation to sermon preparation and various kinds of sermon. The course involves the practice of proclamation and so requires that a student currently be in an approved ministry setting. Prerequisite: MDIV-500

PROC 610 - Narrative Preaching (3)

In this course, students will explore and experience the narrative sermon form by listening to and preaching sermons built on a narrative structure. Students will understand the differences between narrative sermons and other sermon forms. The course

will provide an overview of the historical shift from the Old Homiletic, one which emphasized preaching as proposition, toward the New Homiletic, which held up preaching primarily as story, or narrative.

PROC 600ES - Christian Proclamation (6)

This course is a comprehensive, integrative approach to Christian proclamation, beginning with biblical foundations and ending with the tools needed to communicate effectively in specific settings. Topics range from a theology of revelation to sermon preparation and various kinds of sermon. The course involves the practice of proclamation and so requires that a student currently be in an approved ministry setting. Prerequisite: MDIV-500

PSY - Psychology

PSY 150 - General Psychology (3)

Students will be introduced to the basic schools of thought within the field of psychology. Four major aspects of psychology will then be considered: (a) theories of personality and human development, (b) stress and adaptation, (c) interpersonal relationships and (d) psychopathology and therapy. These concepts will be explored in the light of research, personal experience, and a consideration of Biblical principles that apply to the study of human behavior. Throughout this introductory overview of the field, students will be assessed in, reflect upon, discuss, and write about the insights gained about themselves.

PSY 151 - Introduction to Psychology (3)

This course examines the concepts of basic psychology. It covers the topics of motivation, motor development, social behavior, and functional disorders. Not open to students with credit in PSY-150.

PSY 152 - General Psychology II (3)

This course exposes psychology majors to psychology's scientific methods, biological foundations of human behavior, sensation and perception, states of consciousness, memory, thinking and language, intelligence, and motivation and emotion.

PSY 155 - Personal Adjustment (3)

This course encompasses a study of stress management and coping skills, the factors that contribute to self-esteem and the maintenance of healthy interpersonal relationships, and the skills required for successful conflict resolution. The course will focus on strategies for developing and maintaining positive mental health. A theoretical framework is presented with a strong emphasis on practical application.

PSY 150CC - Global Studies Program (3)

Students will be introduced to the basic schools of thought within the field of psychology. Four major aspects of psychology will then be considered: (a) theories of personality and human development, (b) stress and adaptation, (c) interpersonal relationships and (d) psychopathology and therapy. These concepts will be explored in the light of research, personal experience, and a consideration of Biblical principles that apply to the study of human behavior. Throughout this introductory overview of the field, students will be assessed in, reflect upon, discuss, and write about the insights gained about themselves.

PSY 210 - Introduction to Art Therapy (3)

Designed to acquaint the Pre-Art Therapy major with practices and opportunities offered in this field. Offered Spring Term.

PSY 225 - Learning and Motivation (3)

The major goal of the course is that the student understand the basic principles of conditioning, motivation, and learning derived from experimental research. Students will be encouraged to see the ready application of those principles to the human context in everyday life with numerous illustrations of the application of these principles to the field, to business settings and to therapeutic situations. Course topics may provide an overview of on going research within experimental, cognitive, behavioral, and biological psychology. Offered May Term.

PSY 227 - Adv.Topics in Behavioral, Cognitive, and Neuropsychological Research (3)

The course is the alternative to PSY-225 for students in the pre-professional track within the psychology major, and planning on pursuing graduate studies in the field. Course topics will provide a more in-depth and rigorous overview of the current state of the science with respect to ongoing research in various topics within experimental, cognitive, behavioral, biological and neuro-psychology. Computer-based labs and demonstrations will be included and required for all of these research domains, with an emphasis on emerging areas of application and clinical specialization for psychology career professionals. Students will

also be asked to consider the implications of these areas of scientific research on their Christian perspective in psychology. Students may substitute PSY-227 for PSY-225 or they may earn credit in both. Offered May Term and odd number years in Spring.

PSY 250 - Developmental Psychology (3)

A survey of human development and changes throughout the life cycle.

PSY 251 - Child Development (3)

The development and characteristics of the child at various stages of his physical, social, and mental growth as it relates to the principles of the learning process and methods of measurement and evaluation. Problems of prediction, guidance, and control of child behavior will be explored.

PSY 252 - Adolescent Growth and Development (3)

Emphasizes mental, physical, and personality development of the individual during the transitional years from childhood to maturity as it relates to the principles of the learning process and methods of measurement and evaluation.

PSY 276 - Psychology of the Exceptional Learner (3)

This course will explore the needs of children who differ in cognitive-academic, social-emotional, physical-sensory characteristics. (Required for all Education majors.)

PSY 290 - Psychology Seminar (1)

Introduction to career options within the field of psychology. Includes career testing, screening, emotional intelligence and preparation for department interview. Offered Fall Term only. Required for Psychology Majors.

PSY 291 - Urban Encounter for the Helping Profession (1)

All psychology majors are expected to participate in a field trip to Chicago, Illinois. The purpose of the trip is to provide students an urban, cross-cultural experience as well as exposure to the diversity and universality of human experience and behavior. Students will be encouraged to live out the love of Jesus in connecting with the people of the Olive Branch Mission or a similar community. Students will interview ministerial staff and seek out opportunities to dialogue with those served by the mission. These interactions will provide the basis for a four- to five-page reaction paper upon returning to IWU. Students will reflect on the impact of this experience in terms of their personal development, faith, and sense of life calling. Limited to Psychology Majors unless special permission from Division Chair.

Crosslisted as: ADC-291.

PSY 296 - Transactional Analysis (3)

Consideration will be given to the theoretical and technical basis of TA as developed by Eric Berne. The basic concepts of structure, transaction, game, and script analysis will be studied, as well as the application of these concepts to individual and group counseling.

PSY 322 - Physiological Psychology (3)

A study of the neurophysiology that underlies human behavior. Emphasis will be given to the mechanisms of the central nervous system which mediate sensation, perception, consciousness, motivation, learning, and emotional behavior.

PSY 327 - Learning and Cognition (3)

The course is the alternative to PSY-225 for students in the pre-professional track within the psychology major, and planning on pursuing graduate studies in the field. Course topics will provide a more in-depth and rigorous overview of the current state of the science with respect to ongoing research in learning and cognition within experimental, cognitive, behavioral, biological and neuropsychology. Computer-based labs and demonstrations will be included and required for all of these research domains, with an emphasis on emerging areas of application and clinical specialization for psychology career professionals. Students will also be asked to consider the implications of these areas of scientific research on their Christian perspective in psychology. Students may substitute PSY-327 for PSY-225 or they may earn credit in both.

PSY 354 - Statistics for Social Sciences (3)

This is an upper-division course for the Social Sciences. Topics include measures of central tendency and dispersion and graphical representation of data. Other topics include inferential statistical theory and hypothesis testing for statistical significance. Bivariate and multivariate measure of statistical relationship include chi square, nominal and ordinal measures of

association, correlation and regression, analysis of variance, and multiple correlation and regression techniques. Factor analysis and analysis of covariance are briefly introduced. Primarily for students concentrating in psychology, sociology, social work, criminal justice.

PSY 355 - Research Methods for the Behavioral Sciences (3)

This is a three-hour course offered each spring semester. Its purpose is to provide the student with an introduction to the concepts and techniques of research methodology as employed in the behavioral sciences including experimental research, field and survey research, content analysis and other unobtrusive techniques, and evaluative assessment research. Students will be encouraged to demonstrate an understanding of the role of research for helping professionals; examining truth-seeking from a scientific and from a Biblical perspective; critiquing current research findings in professional journals; identifying appropriate research methodology for a given problem or topic; completing an empirical research project from start to finish; developing a research manuscript using the APA publication manual guidelines; and developing oral communication skills in presenting one's research project to a professional audience. Prerequisite: MAT-305.

PSY 360 - Social Psychology (3)

A study of the experience and behavior of individuals in relation to group situations and social influences of modern life. Gives credit for majors in Sociology or Psychology.

PSY 365 - Psychology of Personality (3)

Basic concepts of personality traits and their measurement; emphasis on contemporary theories. Prerequisites: PSY-150 and a developmental course (PSY-250, PSY-251, or PSY-252). Offered via CAPS only as general elective for non-PSY majors. Not accepted in Psychology Major.

PSY 366 - Psychology of Abnormal Behavior (3)

Systematic study of behavior pathology with special reference on forms of abnormal behavior, etiology, dynamics, and treatment.

PSY 370 - Theories of Personality (3)

A survey of some of the major theories of personality development and the parallel therapeutic approaches. The purpose is an attempt to explain shared human nature as well as individual differences. Critical evaluation of the theories from a Christian perspective is a vital component of this class. The course also qualifies as a "writing across the curriculum" course and involves creating and developing the student's own personality theory.

PSY 371 - Family Systems Therapy (3)

A study of principles, theoretical approaches, specific objectives, and techniques currently used in the "systems theory" approach to marriage and the family. The focus will be on normal developmental problems rather than on psychopathology. This course will present both a systemic and strategic approach to therapy including the theories of Minuchin, Satir, Bowen, and Haley. Prerequisite: 9 hours of Psychology. (Course also listed as SOC-371.) Offered May Term in alternate years.

PSY 380 - Cognitive-Behavioral Counseling (3)

A survey of the theory, research, and practical application in therapy of the techniques involved in cognitive-behavior modification and therapy. Course work involves case studies, role practice, and an analysis of this theory from a Biblical perspective. Prerequisite: 9 hours of Psychology. Usually a May term class.

PSY 385 - Psychology Practicum (2 to 3)

This course is designed to provide students with opportunities to learn about psychology through service in a community agency. Eighty hours of volunteer experience will be acquired over two semesters (40 hrs per) or in one semester. And this course requirement can be fulfilled through ADC-461-464 or SWK-370-371 or SWK-470-471.

PSY 390 - Psychology Seminar (1)

Papers, lectures, and group discussion of scientific and professional topics by staff and visiting lecturers. Two semester hours required of all majors in Psychology. May be repeated to earn up to 4 hours credit. Sophomore Seminar is for students planning to apply for the major and is not included in the two required seminars.

PSY 399H - Honors Thesis/Project (3)

Students will work under a faculty mentor in their major and in cooperation with an Honors College advisor, producing a research thesis or creative project.

PSY 360CC - Global Studies Program (3)

PSY 385CC - Global Studies Program (2 to 3)

This course is designed to provide students with opportunities to learn about psychology through service in a community agency. Eighty hours of volunteer experience will be acquired over two semesters (40 hrs per) or in one semester. And this course requirement can be fulfilled through ADC-461-464 or SWK-370-371 or SWK-470-471.

PSY 471 - Faculty/Student Collaborative Research Psychology: Research (1 to 3)

Experience through individual projects involving design, execution, analysis, and reporting individually initiated research. Prerequisite: Permission of instructor. May be repeated.

PSY 473 - Supervised Practicum (1 to 3)

Practical experience in social agencies and other counseling settings. May be repeated.

PSY 475 - Special Topics (1 to 3)

In-depth literature search and analysis of specified topic. May be repeated.

PSY 485 - Theories of Counseling (3)

Surveys various approaches to counseling with emphasis on philosophy underlying the theory. Senior majors begin to write their own theory of counseling as part of this class.

PSY 487 - Techniques of Counseling (3)

Students will be exposed to many techniques used in counseling to facilitate client change and growth. Role-playing and some supervised "hands on" experiences give students practical experience. Offered Spring semester.

PSY 490 - Senior Capstone (1)

Completion of personal assessment portfolio compiled from several courses in the major. Will include integration papers. Instruction on preparing for the GRE and applying for graduate school or placement.

PSY 493 - Integration of Psychology and Christianity (3)

A study of integration models and a conceptual framework for integrating psychological research and the Christian faith. Examination of the potential tensions and resolutions in integrating psychological and Christian approaches to understand the nature of man, mental illness, development, and counseling. Will consider the nature of religious experience, conversion, the meaning of religious images, the significance of individual difference in religious faith, and other pertinent topics in the psychology of religion. Prerequisite: 12 hours in Psychology and/or Religion (exclusive of General Education courses).

PSY 495 - History and Systems of Psychology (3)

A study of the historical foundations of psychology and its development as a distinct discipline. Consideration will be given to the major concepts and personalities of the various systems of psychological thought. Limited to upper classmen, enrollment only by permission of instructor. May be offered as a hybrid course (combined classroom and online).

PSY 475CC - Global Studies Program (1 to 5)

PTH - Practical Theology

PTH 505 - Biblical Exposition (3)

Students will learn how to create an expository message, following the process from exegesis to the communication of the message or Bible study. The student will analyze the biblical text and extract the main ideas and put them in the form of homiletical outline for application to a particular audience.

PTH 510 - Crisis Counseling (3)

This course analyzes the concept of crisis from a psychological and biblical point of view. Students will design practical strategies for individuals facing various life crises.

PTH 605 - Creative Bible Teaching Method (3)

The course explores the spiritual and psychological dynamics of effective Bible teaching to children, adolescents, and adults. Creative teaching methods are examined so that students may communicate biblical truths with conviction, precision, and practical relevance.

PTH 610 - The Evangelistic Mandate for the Church (3)

This course will explain the Trinity's role in the mission and the evangelistic mandate of the church. Students will assess their local community needs and formulate an evangelistic plan suited to those community needs. They will also grow in their desire to fulfill the mandate of the church and in their dedication to help others fulfill it.

PYC - Primary Care Nursing

PYC 500 - Advanced Transitions (1)

A reentry course designed for applicants to the primary care major who have a Master's degree from a program other than Indiana Wesleyan University. Students will participate in seminars designed to enhance current understanding of issues, theories, and research related to primary health care.

PYC 502 - Professional Role Development for the Nurse Practitioner (3)

Concepts that prescribe the framework of primary care nursing in advanced practice. Professional and cultural issues unique to the role of the nurse practitioner will be addressed. The nurse practitioner student will begin to build and shape strategies related to role assimilation, positive and negative role influences, and important health care issues in primary care nursing. Christian perspectives will be integrated throughout the course. Prerequisites: all core courses.

PYC 509 - Clinical Procedures for Advanced Practice Nursing (2)

This course is designed to provide the advanced practice student with essential knowledge and introductory skill in procedures commonly performed in advanced practice nursing care settings. The course involves both lecture and laboratory practice. Laboratory fees are charged for this course. Prerequisite: PYC-530.

PYC 511 - Lab Techniques, Procedures & Interpretations- Nurses in Adv Practice (2)

This course is designed to acquaint advanced practice nursing students with current laboratory practices in diverse settings. The course will include guidelines for ordering and interpreting laboratory tests.

PYC 512 - Advanced Pharmacology for Primary Care (4)

Explores various pharmacological agents used to treat common recurrent health problems; indications, contraindications, side, and interactive effects of commonly prescribed drugs. Legal and prescriptive regulations will be considered.

PYC 514 - Advanced Pathophysiology (4)

Provides understanding of disease and its treatment as a basis for advanced nursing management of patient care. Major disease entities will be examined.

PYC 522 - Essentials of Primary Care (2)

This course explores the concepts of nurse practitioner practice in primary care. Critical diagnostic skills will be introduced to cultivate evidence-based practice behaviors. Emphasis will be placed on processing client information in a logical, progressive manner and applying appropriate educational theories across the lifespan. Christian perspectives will be incorporated throughout the course. Prerequisite: PYC-512.

PYC 530 - Primary Care of Adults (7)

Primary Care of Adults is designed to prepare the advanced practice student with the theoretical, scientific and technical foundations required to function as an adult nurse practitioner. Emphasis will be placed on health promotion, disease prevention, education, and the diagnosis and management of common acute and stable chronic disease states of the adult client. Primary health care needs for specific populations including women, men, and the elderly will be identified. Primary care for a

supervised clinical experience will enable the advanced practice student to develop the advanced clinical and decision-making skills required. A highly participative practicum experience with a departmentally approved preceptor focusing on primary care of adults beginning at the age of 14 years will be arranged. Students will gather physical assessment data, establish differential diagnoses, propose treatment plans, deliver patient education, and provide follow-up when feasible. Advanced practice role development is a fundamental component of the experience. Prerequisite: PYC-552.

PYC 530A - Primary Care of Adults (0)

PYC 530C - Practicum Continuation (1 to 3)

A supervised clinical experience will enable the advanced practice student to develop the advanced clinical and decision-making skills required. A highly participative practicum experience with a departmentally approved preceptor focusing on primary care of the appropriate population will be required. This course is a continuation of PYC-530. Graded on a CR/NC basis.

PYC 530P - Primary Care of Adults Practicum (4)

Supervised clinical practice of adults in primary care settings, to develop clinical judgment, technical skills assessment and management; totaling 280 hours.

PYC 532 - Primary Care of Children (5)

This course is designed to prepare the advanced practice student with the theoretical, scientific, and technical foundations in care of children and families needed for optimal functioning as a family nurse practitioner. Emphasis will be placed on health assessment, health promotion, and disease prevention and the diagnosis and management of common congenital, acute, and stable chronic conditions in children. A supervised clinical preceptorship experience enabling the advanced practice student to develop advanced clinical judgment, technical skills, and decision-making skills is required. Prerequisite: PYC-530.

PYC 532C - Practicum Continuation (1 to 3)

A supervised clinical experience will enable the advanced practice student to develop the advanced clinical and decision-making skills required. A highly participative practicum experience with a departmentally approved preceptor focusing on primary care of the appropriate population will be required. This course is a continuation of PYC-532. Graded on a CR/NC basis.

PYC 532P - Primary Care of Children Practicum (3)

A supervised practicum experience that builds assessment management, clinical judgment and technical skills related to the health of children and their families.

PYC 534 - Primary Care of Women (1 to 4)

This course is designed to prepare the advanced practice student with the theoretical, scientific, and technical foundations needed for optimal functioning as a family nurse practitioner. Emphasis will be placed on physical and environmental assessment, health promotion and disease prevention education, and the diagnosis and management of common acute and stable chronic conditions peculiar to women. Prerequisite: PYC-530.

PYC 534A - Primary Care of Women (0)

PYC 534C - PYC-534 Practicum Continuation (1 to 3)

This course is a continuation of PYC-534. Graded on a CR/NC basis.

PYC 534P - Primary Care of Women Practicum (2)

A supervised practicum experience that builds assessment, management, clinical judgment and technical skills related to women's health, totaling 140 hours.

PYC 535 - Primary Care of the Family (4)

This course is designed to expand the skills of the advanced practice student with the theoretical, scientific, and technical foundations needed for optimal functioning as a family nurse practitioner. Emphasis will be placed on health promotion, disease prevention and education of clients across the lifespan as well as the impact of acute/chronic illness on the family unit. The course will include 140 hours of supervised clinical practicum in family practice including care across the lifespan in primary care settings. A minimum grade of "B" is required. Prerequisite: PYC-532.

PYC 535C - Practicum Continuation (1 to 3)

A supervised clinical experience will enable the advanced practice student to develop the advanced clinical and decision-making skills required. A highly participative practicum experience with a departmentally approved preceptor focusing on primary care of the appropriate population will be required. This course is a continuation of PYC-535. Graded on a CR/NC basis.

PYC 536 - Primary Care of Older Adults (8)

An in-depth, research-based course in assessment and management of older adults by the advanced practitioner. Emphasis is on health maintenance, illness or disability, legal and ethical concerns related to practice with geriatric populations. Prerequisite: PYC-556.

PYC 536A - Primary Care of Older Adults (0)**PYC 536C - Practicum Continuation (1 to 3)**

A supervised clinical experience will enable the advanced practice student to develop the advanced clinical and decision-making skills required. A highly participative practicum experience with a departmentally approved preceptor focusing on primary care of the appropriate population will be required. This course is a continuation of PYC-536. Graded on a CR/NC basis.

PYC 536P - Primary Care of Older Adults Practicum (5)

Supervised clinical practice in settings focused upon care of older adults, totaling 350 hours.

PYC 545 - Advanced Practicum in Primary Care Nursing (1 to 5)

Designed to provide the advanced practice student opportunity to gain additional primary care clinical experience related to the role of a nurse practitioner. Prerequisites: PYC-530, PYC-532, and PYC-535.

PYC 545C - Practicum Continuation (1 to 3)

A supervised clinical experience will enable the advanced practice student to develop the advanced clinical and decision-making skills required. A highly participative practicum experience with a departmentally approved preceptor focusing on primary care of the appropriate population will be required. This course is a continuation of PYC-545. Graded on a CR/NC basis.

PYC 545P - Advanced Practicum in Primary Care Nursing (0 to 5)

Designed to provide the advanced practice student opportunity to gain additional primary care clinical experience related to the role of a nurse practitioner.

PYC 546 - Advanced Primary Care of the Adult Care Nursing (0 to 3)

This course is designed to prepare the advanced practice student with advanced knowledge regarding the theoretical, scientific, and technical foundations needed for optimal functioning as an adult nurse practitioner. Emphasis will be placed on specialty areas such as women's health promotion, men's health promotion, gerontologic health care, and chronic disease states of the adult client enabling the advanced practice student to develop advanced clinical judgment, technical skills, and decision-making skills. Prerequisite: PYC-530. Taken concurrently with PYC-545P

PYC 552 - Advanced Health Status Assessment (4)

Provides for an enhancement of knowledge and skills necessary for performing a thorough health assessment for clients of all ages in a variety of settings.

PYC 552C - Practicum Continuation (1 to 3)

A supervised clinical experience will enable the advanced practice student to develop the advanced clinical and decision-making skills required. A highly participative practicum experience with a departmentally approved preceptor focusing on primary care of the appropriate population will be required. This course is a continuation of PYC-552. Graded on a CR/NC basis.

PYC 554 - Primary Care of Older Clients With Psychiatric Co-Morbidity (2)

This course prepares the advanced practice nurse to manage the geriatric client with co-morbid psychiatric illness. Content related to research, pharmacology, behavioral interventions, and caregiver support will be incorporated. Care of geriatric clients will be approached through an interdisciplinary, community-based perspective. Prerequisite: PYC-530.

PYC 556 - Concepts of Advanced Pharmacology in Geriatrics (2)

This course prepares the advanced practice nurse to prescribe medications for the complex medical problems of the geriatric client, with a special emphasis on minimizing side effects. Advance application of pharmacokinetics and pharmacodynamics as well as the unique issues of compliance in older populations will be addressed. Prerequisite: PYC-554.

PYC 560 - Primary Care Nursing-Independent Study (1 to 3)

An elective course in which the student can focus on an area of nursing pertinent to individual career goals.

PYC 602 - Professional Role Development for the Advanced Practice Nurse (2)

Concepts that prescribe the framework of primary care nursing in advanced practice. Professional and cultural issues unique to the role of the nurse practitioner will be addressed. The nurse practitioner student will begin to build and shape strategies related to role assimilation, positive and negative role influences, and important health care issues in primary care nursing. Christian perspectives will be integrated throughout the course.

PYC 612 - Advanced Pharmacology (4)

Explores various pharmacological agents used to treat common recurrent health problems; indications, contraindications, side, and interactive effects of commonly prescribed drugs. Legal and prescriptive regulations will be considered.

PYC 613 - Pharmacology for Schedule II Controlled Substances (0)

This course supplements content in the advanced pharmacology course related to the prescribing of Schedule II medications by Nurse Practitioners. Six hours of education specific to Schedule II controlled substances is provided as required by Ohio law.

PYC 614 - Advanced Pathophysiology (4)

Provides understanding of disease and its treatment as a basis for advanced nursing management of patient care. Major disease entities will be examined.

PYC 622 - Essentials of Primary Care (2)

This course explores the concepts of nurse practitioner practice in primary care. Critical diagnostic skills will be introduced to cultivate evidence-based practice behaviors. Emphasis will be placed on processing client information in a logical, progressive manner and applying appropriate educational theories across the lifespan. Christian perspectives will be incorporated throughout the course.

PYC 652 - Advanced Health Status Assessment (3)

This course is designed to provide an enhancement of the knowledge and skills necessary to perform a thorough health assessment on clients of all ages. Emphasis will be placed on findings within normal limits with common deviations from normal. A supervised laboratory component is required.

PYC 681 - Primary Care Across the Lifespan I (6)

Designed to prepare the advanced practice student with the theoretical, scientific, and technical foundations required to function as a family nurse practitioner. Emphasis will be placed on health promotion, disease prevention, education, and the diagnosis and management of acute and chronic disease states. Supervised clinical experiences are required.

PYC 682 - Primary Care Across the Lifespan II (6)

This is a continuation of theory and clinical practice designed to prepare the advanced practice student to function as a family nurse practitioner. Emphasis will be placed on health promotion, disease prevention, education, and the diagnosis and management of acute and chronic disease states. Supervised clinical experiences are required.

PYC 683 - Primary Care Across the Lifespan III (6)

This is the final course of theory and clinical practice designed to prepare the advanced practice student with the theoretical, scientific, and technical foundations required to function as a family nurse practitioner. Emphasis will be placed on health

promotion, disease prevention, education, and the diagnosis and management of acute and chronic disease states. Supervised clinical experiences are required.

REC - Recreation Management

REC 160 - Intro to Recreation and Sports Ministrie (3)

The foundations of organized recreation will be highlighted. These will include: backgrounds and theories, objectives and principles, social and economic factors, public, private and commercial interests, general recreation, and social institutions.

REC 180 - Campus Recreation and Intramural Sports (2)

The recreation games portion of the course will include ice breakers, social mixers, quiet games, table games, and group activities. The intramural sports portion of the course will explore the planning, organization, and the overall administration of an intramural program.

REC 240 - Trip Camping in the USA (2)

A camping experience to and in various Parks and Forests (or similar settings) within the USA. The course focus will be on practicing environmentally conscious camping skills, hiking, climbing, and fishing. A fee will be charged for this course.

REC 260 - Recreation Leadership and Programming (3)

Principles of leadership and their application in the development of recreation programs. The principles of program planning as it relates to the individual and group values, which includes the selection of activities and their presentation in a sequential pattern, which is concerned with interests, age, handicaps, area skill level, time, group size, and value determination.

REC 280 - Commercial and Social Recreation (2)

This course deals with the private sector of recreation opportunities. Those include industrial corporations, establishment of private corporations, profit and nonprofit camps, sports clubs, and the use of public land by private endeavor. Also social recreation will be explored as an opportunity to enhance recreational goals through social interactions.

REC 370 - Therapeutic Recreation and the Aged (3)

The delivery of therapeutic recreation services for the elderly requires a thorough knowledge of the unique physical, cognitive and psychological needs of the aged individual. This course examines the activity needs of elderly persons particularly the vulnerable, infirm or disabled individuals who may require rehabilitative and/or supportive maintenance activities. Students will explore a variety of therapeutic activities that can be utilized to reach treatment and rehabilitation goals.

REC 380 - Camp Management (3)

This course will explore the intricacies of managing and supporting the various requirements needed to oversee the professional operation of various types of camps.

REC 382 - Camp Counseling (2)

This course is designed to cover the multiple roles that a student must face as a Camp Counselor. It will be structured with applications for both the day camp and the residential camp settings. The course will accommodate students employed in a camp setting as well as the resident student. A fee may be required.

REC 385 - Challenge Education (3)

This course will introduce the student to adventure learning and attempt to incorporate Biblical principles and appreciation of God's creation with challenge education. Environmental concerns, programming and facilitating, plus hardware and safety orientation will be explored.

REC 390 - Introduction to Therapeutic Recreation (3)

Therapeutic recreation has become a rapidly growing and dynamic field. It has shifted its emphasis from the hospital setting to a broader concern with the disabled in the community. Recreation therapists work closely with medical, social service and other rehabilitation personnel to provide a total continuum of services. This course provides an introductory overview of the therapeutic recreation profession, the delivery service models, and necessary communication and interpersonal skills for students desiring a career in this field.

REC 399H - Honors Thesis/Project (3)

Work with a faculty mentor and in cooperation with an Honors College advisor, producing a research thesis or creative project.

REC 405 - Clinical Aspects of Therapeutic Recreation (3)

This class will provide an overview of the impairments most commonly worked with in therapeutic recreation. Students will be presented with knowledge of impairments; functional, leisure education and participation programs most effective for each population; and specific communication and leadership skills to employ. The class will also focus on the management issues related to therapeutic recreation in clinical settings.

REC 410 - Recreation Internship (2)

On-site experiences with an agency which delivers leisure services. This may include public recreation park agencies, voluntary agencies (youth serving agencies), U.S.O., American Red Cross, armed forces (civilian position with military services), correctional institutions, industries, recreation for the ill and handicapped (including hospitals), and college unions.

REC 450 - Recreation Administration (3)

Development of approaches to deal with staffing, planning, organization, coordination, evaluation, and directing programs and personnel in the public sector of recreation.

REC 460 - Facilities: Design, Planning, Maintenance, and Scheduling (3)

An in-depth exploration into planning, design, construction, equipping, and managing a variety of recreation and/or sport facilities. Facility scheduling/programming will also be addressed.

REC 472 - Therapeutic Process, Protocols & Facilitation Techniques in Leisure Education for Disabled (3)

This class will introduce the student to the therapeutic recreation process for individual clients as well as the process of developing program protocols for various therapeutic recreation facilitation techniques. Students will use case studies to learn assessment, treatment planning, documentation and evaluation methods. Students will also develop program protocols for various facilitation activities. Students will also be required to observe, participate in and critique programs for the disabled. Emphasis throughout the class will be on leisure education and functional therapeutic recreation programs.

REC 475 - Independent Learning in Recreation Management (1 to 3)

Individual readings, research, and/or field study of a recreation issue, problem, service system, or activity pattern. Can include individual growth of the student in a particular area.

REC 480 - TRS Internship (3)

An internship experience dealing with special population and their leisure pursuits. This placement must be under the direction of a Certified Recreation Therapist.

REL - Religion

REL 112 - Theological & Theoretical Foundations of Cross-Cultural Ldrship. Dev. (2)

This course trains intercultural workers in key issues and strategies for developing church leaders within American ethnic populations and the overseas church as well as how to create an environment for unleashing their God given gifts. The difference between men and women in positions of leadership and managerial styles will be explored from a cross-cultural perspective.

REL 205 - The Pastor's Wife Today (3)

A survey of the challenges and opportunities available to women married to ministers. The course will emphasize personal growth, marriage fulfillment, home management, and church relations.

REL 207 - The Role of Women in Ministry (3)

This course examines the various roles which women have traditionally served in ministry. It also explores the changing role of women in ministry and seeks to anticipate the shape of women's ministries in the future.

REL 224 - Spiritual Formation in Christ (3)

This course is an introductory study into the nature of spiritual formation and the various ways that Christians have sought to deepen their relationship with God in order to be conformed to the life of Christ. Special emphasis will be given to using the practice of spiritual disciplines and prayer in Christian life. Not open to students with credit in REL-226 or REL-227.

REL 225 - American Religious Issues (3)

Religion has played a central role in the shaping of America. Students will explore issues such as the following: Religion in 21st Century America: Is America still religious?; American Churches: Where did all the churches come from?; World Religions in America: How do the religions get along in America?; Pivotal People, Ideas, and Events: What were the Great Awakenings and why do they matter?; Finding God in America: Where is God in America?

REL 226 - Christian Spirituality: Experiencing God (3)

An introduction to personal spiritual formation, including spiritual health and the practice of spiritual disciplines. Includes an off site weekend retreat. Fee required.

REL 227 - Christian Spirituality (3)

Christian Spirituality is an introduction to personal spiritual formation, including spiritual health and the practice of spiritual disciplines. Students may not receive credit for both REL-226 and REL-227. Prerequisites: BIL-101 and BIL-102.

REL 228 - Defending the Christian Faith (3)

This course is designed to help Christians meet the Biblical imperative to "always be prepared to give an answer to everyone who asks you to give the reason for the hope that you have" (1 Peter 3:15). Students will examine some of the latest historical, philosophical, and scientific evidence that can be used to bolster arguments in favor of the Christian faith.

REL 232 - Basic Christian Doctrine (3)

This course examines the basic beliefs of historic Christianity as summarized in the Apostles' Creed and connects them to Christian practices. Specifically, the doctrines of revelation, God, creation, fall, and sin, the person and work of Christ, the person and work of the Holy Spirit, the church, salvation, and human destiny will be covered. Focus will be placed on the common understanding of Christian theology in the major Christian theological traditions, while also taking note of their distinctive beliefs.

REL 235 - Worship (2)

This course examines the biblical, historical, and theological foundations of Christian worship and rituals in order for each student to derive a practice of worship which is culturally relevant yet rooted in the rich tradition of the ages. This course moves from theory to practice with actual preparation for leading worship. Co-requisite: REL-235P.

REL 235P - Worship Practicum (1)

Each student will be involved in practical experiences in a local ministry setting providing the student with a "laboratory" for the application of the principles of Christian worship as taught in the co-requisite course. Co-requisite: REL-235.

REL 236 - Worship in the Local Church (3)

This course examines the biblical, historical, and theological foundations of Christian worship. Students will study the practices and rituals of Christian worship in order to facilitate corporate worship that is both culturally relevant and rooted in the rich tradition of the ages. Students will move from theory to practice by leading various elements of worship in a local church and reflecting on those experiences as part of the course.

REL 241 - Survey of Church History (3)

A survey of the major events, persons and ideas of the Christian community from the Apostolic age to the present. Special attention will be given to the Reformation era and the history of American Christianity. Christian Ministries majors should enroll in the two-semester sequence REL-331 and REL-332 rather than this course which is designed for other majors and general studies.

REL 264 - Introduction to Pastoral Ministries (2)

This course provides an introduction to professional ministry as a life's calling and vocation. It gives special attention to personal spiritual development, acquisition of personal ministry skills, an understanding of the ministry as a profession, the requirements and expectations of various denominations for ordination and lay vocations. The course also explores the meaning

of calling, vocation and profession from historical and contemporary perspectives, leading toward the development of the initial skills and attitudes toward becoming a professional minister. Co-requisite: REL-264P.

REL 264P - Pastoral Ministries Observation (1)

Each student will be involved in practical experiences observing ministry, "shadowing" a minister and interviewing professional clergy in a local setting providing the student with a "laboratory" for the application of ministry principles taught in the co-requisite course. Co-requisite: REL-264.

REL 265 - Pastoral Ministry in the Local Church (3)

This course introduces students to professional ministry as a life calling and vocation. It addresses personal spiritual development, acquisition of personal ministry skills, an understanding of the ministry as a profession, and the requirements of various denominations for ordination and lay vocations. The course explores the meaning and practice of vocation and ministry from biblical, historical, and theological perspectives. Each student will be involved in a local church observing ministry, interviewing and shadowing a pastor, and applying lessons from the course to specific ministry tasks.

REL 266 - Ministry in Urban Settings (3)

This course is an Christian examination of the questions of paradox, personhood, poverty, suffering and human rights as they relate to church-based ministry in the urban context. Students will also engage in discussions and study regarding issues relating to civil, political, economic, social and cultural rights, and how churches in an urban context should respond to them. Additional fees are required. Co-requisite: REL-266P.

REL 266 - Ministry in Urban Settings (3)

This course is an Christian examination of the questions of paradox, personhood, poverty, suffering and human rights as they relate to church-based ministry in the urban context. Students will also engage in discussions and study regarding issues relating to civil, political, economic, social and cultural rights, and how churches in an urban context should respond to them. Additional fees are required. Co-requisite: REL-266P.

REL 266P - Ministry in Urban Settings Practicum Practicum (1)

Each student will be involved in a supervised church-based practicum ministry assignment in an urban setting. This placement must provide the student with a laboratory for the application of the theology and practice of urban social ministry as taught in the co-requisite course. Additional fees are required. Co-requisite: REL-266.

REL 266P - Ministry in Urban Settings Practicum Practicum (1)

Each student will be involved in a supervised church-based practicum ministry assignment in an urban setting. This placement must provide the student with a laboratory for the application of the theology and practice of urban social ministry as taught in the co-requisite course. Additional fees are required. Co-requisite: REL-266.

REL 275 - Evangelism and Global Outreach (3)

Beginning with biblical times, this course examines the history of missions and outreach movements. Attention is given to both the historical patterns which shaped outreach endeavors as well as the several methodologies which have been and are being used by various outreach organizations. Co-requisite: REL-275P. Meets General Education intercultural requirement.

REL 275P - Evangelism and Global Outreach Practicum (1)

Each student will be involved in practical experiences in a local ministry setting providing the student with a "laboratory" for the application of the principles of evangelism and global outreach as taught in the co-requisite course. Co-requisite: REL-275.

REL 276 - Models of Urban Ministry (3)

This course seeks to expose students to urban ministries by allowing them to spend one week, under supervision, learning, ministering and serving in a major city in the United States. Prior to the urban ministry experience, through classroom lectures and exercises, students will learn about urban issues and challenges along with the role of the Church as agent of hope and wholeness in the urban environment. Students will also learn the techniques and strategies employed by various church-based community organizations in the urban context in preparation for their on-site observation, and supervised participation. Additional fees are required. Meets General Education intercultural requirement.

REL 276 - Models of Urban Ministry (3)

This course seeks to expose students to urban ministries by allowing them to spend one week, under supervision, learning, ministering and serving in a major city in the United States. Prior to the urban ministry experience, through classroom lectures and exercises, students will learn about urban issues and challenges along with the role of the Church as agent of hope and wholeness in the urban environment. Students will also learn the techniques and strategies employed by various church-based community organizations in the urban context in preparation for their on-site observation, and supervised participation. Additional fees are required. Meets General Education intercultural requirement.

REL 277 - Evangelism and Global Outreach of the Local Church (3)

This course examines the biblical, historical, and theological foundations of the church's mission of evangelism and global outreach. Beginning with the biblical evidence, students will study the history of evangelism and missions by exploring the historical contexts that shaped mission and the various outreach methods used by churches and para-church organizations. The course will discuss specific contemporary challenges facing the church's evangelistic mission in America and the special challenges of cross-cultural ministry. Each student will participate in practical experiences with a local ministry, providing opportunities to apply key principles of evangelism and global outreach.

REL 280 - Preaching and Teaching the Bible (3)

A study of the principles of constructing and delivering expository sermons, discipleship group presentations, and devotionals. Original sermons, lessons, and devotionals are prepared and presented with critiques and suggestions for improvements. Primary focus is on theory of homiletics and Christian education with practical implementation in church settings. This course is designed to integrate all previous theological education into meaningful practice. Prerequisite: BIL-201 or BIL-202.

REL 281 - Jerusalem and Its People (1 to 3)

This course will introduce the history, religions, and modern politics of Jerusalem by taking an in-depth look at the city from its initial settlement through the modern era. Particular attention will be given to Jerusalem's historic and theological role in the development and practice of Judaism, Christianity, and Islam.

REL 281 - Jerusalem and Its People (1 to 3)

This course will introduce the history, religions, and modern politics of Jerusalem by taking an in-depth look at the city from its initial settlement through the modern era. Particular attention will be given to Jerusalem's historic and theological role

REL 295 - History of the Early Church (3)

This course provides an overview of the history of the early church from the first century to Augustine in the fifth century. It emphasizes the relationship between church and state, and between Christianity and pagan culture. The course also discloses the martyrs, the heroes of faith, theologians, and apologists and explains the development of doctrine and church organization in the middle of the complex and conflicted world of those centuries.

REL 226CC - Global Study Program (1 to 4)**REL 330 - Philosophy and Theology in Film (3)**

Realizing that the medium of film has become the principal mass vehicle for the transmission of philosophical and theological ideas, this course will study a variety of films with the intent to identify ontological, epistemological, and ethical presentations of both Christian and non-Christian world views. Prerequisite: PHL-180.

REL 331 - History of Christianity I (3)

A study of the major events, personalities, and issues of church history from the Apostolic Age to Luther. Special attention is given to the teachings of the church fathers and the Protestant reformers. Open to juniors and seniors.

REL 332 - History of Christianity II (3)

A study of the major events, personalities, and issues of church history from the Protestant Reformation to present times. Special attention is given to American church history and contemporary trends. Open to juniors and seniors. Prerequisite: REL-331.

REL 340 - Models of Sports Ministry (3)

This course will expose the student to a myriad of potential sports ministry models. It will also explore the nature and dynamics of quality sports ministry in various settings with a view to equip students to create, expand, and sustain effective sport ministries.

REL 345 - Sports Evangelism & Discipleship (3)

This course will explore the theoretical foundations and practical methods of evangelism and discipleship in a sports ministry context. It will equip students to practical personal evangelism/discipleship as well as plan and execute evangelistic and spiritually formative sports ministries.

REL 355 - Theological Issues in Health, Healing and Care Ministry (3)

This course explores tenets of the Christian faith as it relates to health, healing, and care ministry. It is designed to assist students in developing a theological framework for integrating their understanding of the nature of God; the nature of spiritual forces; the problem of suffering; and the hope and meaning of health, wholeness, and maturity. Selected experiential or virtual learning will be included in this course. Prerequisite: REL-232 or REL-233

REL 361 - Christian Ministries Practicum (1)

Each student will be involved in practical experience in a local church, providing that student with a "laboratory" for the application of principles taught in other classes. Some will serve student pastorates with congregational observers assisting the instructor, and others will serve under the supervision of an experienced pastor. Open to juniors and seniors.

REL 362 - Christian Ministries Practicum (1)

Each student will be involved in practical experience in a local church, providing that student with a "laboratory" for the application of principles taught in other classes. Some will serve student pastorates with congregational observers assisting the instructor, and others will serve under the supervision of an experienced pastor. Open to juniors and seniors. Prerequisite: REL-361.

REL 363 - Christian Ministries Practicum (1)

Each student will be involved in practical experience in a local church, providing that student with a "laboratory" for the application of principles taught in other classes. Some will serve student pastorates with congregational observers assisting the instructor, and others will serve under the supervision of an experienced pastor. Open to juniors and seniors. Prerequisite: REL-362.

REL 380 - Global Christian History and Contextualization (3)

This course provides an overview of the global expansion of Christianity from apostolic times to the present day. This is accomplished by focusing on core elements and prominent characteristics of Christian faith and practices, featuring key persons that have contributed to spreading Christianity around the world, and promoting reflection regarding how it is contextualized in each place and time.

REL 380 - Global Christian History and Contextualization (3)

This course provides an overview of the global expansion of Christianity from apostolic times to the present day. This is accomplished by focusing on core elements and prominent characteristics of Christian faith and practices, featuring key persons that

REL 399H - Honors Thesis/Project (3)

Students will work under a faculty mentor in their major and in cooperation with an Honors College advisor, producing a research thesis or creative project.

REL 331CC - Council for Christian Colleges (3)**REL 410 - World Faith Systems (3)**

A study of the major faith systems of the world and their impact, with an emphasis on their influence on North American culture. Prerequisite: BIL-102 or permission of the Department.

REL 424 - Christian Theology II: Salvation /Holiness (3)

An intensive study of soteriology, including the doctrines of sin, prevenient grace, justification, sanctification and glorification from a Biblical, historical and practical perspective. The Wesleyan Arminian tradition will provide the theological framework for this course, we will examine other theological views from this perspective. Special attention will be given to John Wesley's doctrine of holiness. Prerequisite: REL-233 or REL-232.

REL 431 - Wesleyan Church History/Discipline (3)

A study of the history of The Wesleyan Church from its roots in the ministry of John Wesley through the development of early American Methodism and the American holiness movement to the emergence of the Wesleyan Methodist Church and the Pilgrim Holiness Church, their merger in 1968, and the subsequent progress of The Wesleyan Church. Further, a study of the form of church government which has evolved during the history of The Wesleyan Church as it is defined in the current book of Discipline. Open to juniors and seniors.

REL 439 - Wesleyan Church History and Polity (3)

This course is a study of the history of The Wesleyan Church and its polity with the past providing a basis of discussion for the future of the church. Students will explore the work of the Wesleys and the Methodist movement, along with the abolitionist and revivalist streams that flowed into the denomination. Students will also explore The Discipline with particular attention on the constitution of The Wesleyan Church and its impact on local churches today. Finally, students will reflect on their own calling as world changers and ordained leaders within The Wesleyan Church. Not open to students with credit in REL-431 or REL-432.

REL 442 - Christian Theology II (3)

A comprehensive study of the fundamental doctrines of the Judeo-Christian Scriptures from an evangelical Arminian viewpoint with other interpretations considered. The first semester will entail a study of theism, theology, cosmology, anthropology, hamartiology, and Christology. This course will embrace a study of soteriology, pneumatology, ecclesiology, and eschatology. In the College of Arts and Sciences, open to juniors and seniors.

REL 455 - The Practice of Spiritual Care Across the Lifespan (3)

This course explores the spiritual care of humans across the span of life. The aim will be to understand and practice God's care applied across the family life cycle as partners together in his work. Selected experiential or virtual learning will be included in this course. Prerequisite: REL-232 or REL-233

REL 465 - Homiletics I (3)

A comprehensive study of the types of sermons and the principles of construction and delivery. The minister's call and preparation of his life's work will be considered. Original sermons are prepared, and some of them are delivered before the class under the supervision of the instructor with critiques and suggestions for improvements. During the second semester, the class will basically be conducted as one class period and two laboratory periods. Open to juniors and seniors. Limited to majors and minors in the Division of Religion and Philosophy unless permission is granted by the Division. Prerequisite: BIL-202.

REL 466 - Homiletics II (2)

A comprehensive study of the types of sermons and the principles of constructing and delivering expository sermons. Original sermons are prepared, and some of them are delivered before the class under the supervision of the instructor with critiques and suggestions for improvements. Prerequisite: Open to juniors and seniors who have been admitted into the Christian Ministries, Christian Education, or Youth Ministries major. Prerequisite: REL-465 or YTH-270. Co-requisite: REL-466P.

REL 466P - Homiletics Practicum (1)

Each student will be involved in practical experiences in a local ministry setting providing the student with a "laboratory" for a preaching and teaching ministry with opportunity for gathering feedback and developing a personal plan for improvement. Co-requisite: REL-466 or YTH-466.

REL 468 - Church Leadership (3)

A study of the principles of leadership for the pastor or other professional Christian workers in relation to local churches or other Christian organizations. Each student develops personal skills in self-management, budgeting, planning, organizing, recruiting and supervising volunteers, discerning vision for a ministry and leading deliberative bodies. Open to juniors and seniors who have been admitted to the Christian Ministries and Youth Ministries major or by permission of the instructor. Co-

requisite: REL-468P. This course is also only open to students in the Associate in Christian Ministries program (ASM), Bachelors in Biblical Studies (BSB) or upon approval of the Religion Department.

REL 468P - Church Leadership Practicum (1)

Each student will be involved in practical experiences in a local ministry setting providing the student with a "laboratory" for the application of leadership and management principles taught in the co-requisite course. These experiences include observation of the leadership practices of a professional minister, practice in leading groups and deliberative bodies, and participation in other leadership activities such as budgeting, planning, organizing, recruiting and supervising volunteers, and leading deliberative bodies. Co-requisite: REL-468.

REL 469 - Pastoral Care and Counseling (3)

A study of the biblical framework and various theories of pastoral counseling. There will be a heavy emphasis on self-understanding as a prerequisite of effective counseling. The course will cover most of the typical counseling problems faced by the local pastor, including pre-marital counseling, hospital visitation and grief counseling. Only open to Juniors and Seniors. Co-requisite: REL-469P.

REL 469P - Pastoral Care Practicum (1)

Each student will be involved in practical experiences in a local ministry setting providing the student with a "laboratory" for the application of pastoral care and counseling principles taught in the co-requisite course. Co-requisite: REL-469.

REL 475 - Independent Learning-Religion (1 to 3)

Individually arranged reading, research, problem-solving in theology, history, Christian education, missions, evangelism, philosophy, and other areas as related to the study of religion.

REL 480 - Ministry Internship (3 to 6)

This course allows the student to be directly involved with set times for guidance, evaluation and reflection by the primary mentor and by other appropriate church leaders. This course may be repeated for credit. Prerequisites: REL-264 and permission of instructor.

REL 481 - Ministry Expansion and Church Planting (3)

This course focuses on the dynamics of church outreach with special attention given to church planting. It examines strategies for helping the church multiply its ministries with the direct aim of replicating itself in order to widen and deepen the impact of the church in the community.

REL 482 - Christian Ministries Capstone (2)

This capstone course for the Christian Ministries major will explore how those involved in full-time Christian ministry can effect change in their parish settings and mobilize the laity to become salt and light to the world. Each student will present a project of her/his own design to the class for evaluation. Restricted to seniors who have been admitted to the Christian Ministries major.

REL 483 - Biblical Studies Colloquium (3)

A reading and writing intensive course in the study of Biblically-oriented topics that serves as a capstone experience for Biblical Studies students. Topics may reflect contemporary issues or research in the wider discipline. Prerequisite: accepted in the Biblical Studies Program or permission of the Department.

REL 498 - Religion/Philosophy Honors (1 to 3)

Advanced independent studies. Prerequisite: Junior or senior standing with a 3.0 GPA.

REL 475CC - Global Studies Program (1 to 4)

REL 501 - Formation in Christian Practices (1)

This course introduces students to spiritual formation through communal and individual Christian practices. The course focuses on practices of devotion and practices of compassion that have been historically understood in the Christian church to be means of grace. Students are guided in the initial development of lifelong practices for Christian growth.

REL 515 - History of Christianity (3)

This course provides an overview of the history of Christianity from the first century AD until the twentieth century, with emphasis on the development of the Church in its socio-political context, and the development of theology in the midst of pagan philosophies and heresies.

REL 531 - American Christianity (3)

This course equips students with a working understanding of the rise and influence of North American Christianity including its socio-cultural contexts. Discussions will include Christian denominational movements in North America addressing their doctrinal, ecclesiological, and ethical differences. Spanning four centuries (from the early 1600's to the early 2000's), this course develops a historical understanding of the diversity of American Christianity by engaging in current ecclesiological discussions and case studies.

REL 690 - Thesis or Project (6)

Students will learn how to do research on the topic they have selected for the thesis or project. They will evaluate current literature, analyze scholarly research, and design a methodology, summary, and conclusions to complete the thesis or project. Students will present either a written thesis that will contribute to a new understanding of a subject of the Christian faith, or a written project that will make a practical contribution to the growth of the church.

SCI - Science

SCI 201 - Integrated Earth/Life Science (with Lab) (4)

This course will provide the Elementary Education major with an integrated approach to the critical thinking skills and content of both biology and earth science. While this course is designed to be a survey of the interactions between the earth and the life forms that inhabit it, special emphasis will be given to Christian stewardship, ethics, and the underlying principles necessary to conduct activities within the life and earth sciences. Lab included. Open only to Elementary Education majors.

SCI 380 - Impacts of Science on Faith and Society (3)

This course will provide an overview of the history and philosophy of science and how our concepts of the physical universe affect our worldview. Emphasis will be on how understanding of science has impacted religion, philosophy, and western culture, as well as how religious convictions and philosophy have affected science. Several key developments of modern science will be discussed, including quantum mechanics, relativity theory, evolution, and genetic engineering. Several different worldviews will be discussed and students will be formulating their own worldview. Prerequisite: A lab science or permission of the Science Division and a basic understanding of philosophy and religion.

SCI 391 - Directed Studies in Science (1 to 2)

This course prepares students to perform basic research in which they learn to use Off Campus Library Services (OCLS), electronic periodical indexes, and information resources. Students will identify and select appropriate material for inclusion in a college level research project which will be submitted at the conclusion of the course. (1 or 2 credit hours)

SCI 380CC - Council for Christian Colleges (3)**SCI 475CC - Global Studies Program (1 to 4)**

SDC - Student Development Counseling

SDC 501 - History of Higher Education (2)

An examination of the history of higher education as it developed in the United States from its origins through the present day. The course will examine the role of religious thought and practice, the growth of public higher education and the impact of evolving cultural and ethnic demographics on the development of American higher education.

SDC 505 - Career Counseling for Student Development (2)

An investigation of career development theory including career decision making; gender, family and social/cultural issues; techniques required of Student Development practitioners to identify and meet career development needs in the student body that facilitate lifelong career development and support systems needed to insure a robust career development operation in a higher education setting.

SDC 508 - Legal and Ethical Issues in Student Development (2)

This course is intended to provide the emerging student development professional with a concrete sense of the scope of professional practice. The nature of the profession will be examined along with the variety of roles and responsibilities of the student development professional. Topics included will be the assimilation of ethical, legal, and Biblical guidelines for professional conduct and ongoing professional and personal development.

SDC 509 - Administration and Finance in Higher Education (3)

This course is an introduction to administration in American institutions of higher education. The role of student development within the context of the institution's organization, culture and the greater higher education community will be examined as well as institutional funding and finance.

SDC 510 - The College Student (3)

An introduction and assessment of the various developmental theories established in relation to the college student. These theories include intellectual, moral, psycho-social, and spiritual forms of understanding while also considering various forms of human identity.

SDC 515 - Career Counseling for Student Development (2)

An investigation of career development theory including career decision making; gender, family and social/cultural issues; techniques required of Student Development practitioners to identify and meet career development needs in the student body that facilitate lifelong career development and support systems needed to insure a robust career development operation in a higher education setting.

SDC 518 - Legal and Ethical Issues in Student Development (2)

This course is intended to provide the emerging student development professional with a concrete sense of the scope of professional practice. The nature of the profession will be examined along with the variety of roles and responsibilities of the student development professional. Topics included will be the assimilation of ethical, legal, and Biblical guidelines for professional conduct and ongoing professional and personal development.

SDC 525 - Special Topics in Student Life Administration (3)

This course focuses on administrative and organizational leadership of colleges and universities. Attention will be given to institutional leadership roles, responsibilities, strategic planning, team development, and vision casting. Prerequisites: SDC-508.

SDC 551 - Supervised Internship - Student Development (3)

The internship provides the opportunity to apply knowledge and skills in programmatic or administrative areas in student development. This 300 hour internship includes a minimum of 75 hours of direct counseling service to college students. Prerequisites: SDC-508, SDC-510, CNS-503, and CNS-506.

SDC 552 - Supervised Internship - Student Development (3)

See SDC-551. Pre-requisite: SDC-551.

SDC 561 - Supervised Internship - Student Development (3)

The internship provides the opportunity to apply knowledge and skills in programmatic or administrative areas in student development. This 150 hour internship includes a minimum of 75 hours of direct counseling service to college students. Prerequisites: SDC-518 (or CNS-508), SDC-510 and CNS-503.

SDC 562 - Supervised Internship - Student Development (3)

See SDC-561. Pre-requisite: SDC-561.

SOC - Sociology**SOC 150 - Principles of Sociology (3)**

An introductory analysis of the individual in culture and society, using a biblical framework.

SOC 152 - Social Problems (3)

A study of issues in contemporary American society which are examined from a sociological perspective including crime, poverty, violence, racism, and sexism.

SOC 155 - Introduction to Sociology (3)

This course examines sociology through the lens of the Bible including what the Bible reveals about work, rights, religion, art, literature, and culture. We come to conclusions about how we live as Christians in relation to others. Not open to students with credit in SOC-150.

SOC 170 - Aging in America (3)

A study of the elderly in American society. Topics include theories of aging, health care, living environments, recreation and leisure, and death and dying.

SOC 200 - Marriage and Family (3)

A social scientific and Christian analysis of the social institution of family. Topics include, but are not limited to, dating, marriage, planning a family, child-rearing, and threats to the family.

SOC 205 - Child Maltreatment (3)

This course is the introductory course for child advocacy studies. This course covers the history, comparative perspectives, the legal framework, responses to child maltreatment, the skills necessary to do the work, other pertinent issues pertaining to child maltreatment and child advocacy, and the future. The field of child maltreatment is fraught with controversy. Much of the class focuses on these controversies. The approach of the course will be from a variety of diverse, professional perspectives including the perspectives of a prosecuting attorney versus a defense attorney. The course is designed for students majoring in criminal justice, education, social work, sociology, psychology, nursing, or other areas of knowledge of child maltreatment and advocating for children might be necessary.

SOC 210 - Minority Group Relations (3)

An analysis of dominant-minority group interaction with special emphasis given to Native American, African-American, Hispanic-American, and Asian-American minorities in our society. Meets intercultural requirement.

SOC 225 - Cultural Anthropology (3)

An introduction to cultural anthropology which seeks to expose students to different cultures of the world as well as help them to appreciate cultural diversity. An excellent orientation course for those who will be working in cross-cultural contexts.

SOC 246 - Criminology (3)

A study of crime and delinquency as social phenomena. Theories of causation, methods of correction, and prevention of crime are included in the study. Gives credit for majors in sociology and criminal justice.

SOC 250 - Global Child Advocacy Issues (3)

The purpose of this course is to prepare students to recognize child advocacy issues around the world. The course is designed for students majoring in criminal justice, education, social work, psychology, nursing or other areas where knowledge of child maltreatment and advocating for children will be necessary. Multidisciplinary approaches to advocacy in different countries throughout the world will be presented and discussed.

SOC 200CC - Council for Christian Colleges (3)**SOC 225CC - Global Studies Program (3)****SOC 329 - Media and Society (3)**

A critical approach to interpreting media messages is grounded in the study of how messages are constructed, how media industries function and are shaped by social structures and how communication theory and research explain media impact on society. Emphasis is placed on making informed choices as a media consumer, and considering the impact of media from a Christian perspective.

SOC 340 - Sociology of Child Poverty (3)

In this course child poverty will be analyzed from a sociological perspective. Within an international and historical context the demographics of poverty and the effects of poverty on children will be explored. This course will focus on the critical evaluations of the sociological research and theories of the causes of child poverty. The interrelatedness of the societal responses to poverty and occurrence of child maltreatment will be assessed.

SOC 355 - Research Methods for the Behavioral Sciences (3)

This is a three-hour course offered each spring semester. Its purpose is to provide the student with an introduction to the concepts and techniques of research methodology as employed in the behavioral sciences including experimental research, field and survey research, content analysis and other unobtrusive techniques, and evaluative assessment research. Students will be encouraged to demonstrate an understanding of the role of research for helping professionals; examining truth-seeking from a scientific and from a Biblical perspective; critiquing current research findings in professional journals; identifying appropriate research methodology for a given problem or topic; completing an empirical research project from start to finish; developing a research manuscript using APA publication manual guidelines; and developing oral communication skills in presenting one's research project to a professional audience. Also listed as PSY-355.

SOC 360 - Social Psychology (3)

A study of the experience and behavior of individuals in relation to group situations and social influences of modern life. Gives credit for majors in Sociology or Psychology. Prerequisites: SOC-150 and PSY-150.

SOC 370 - Demography and Population Problems (3)

A survey of theories and policies concerning population, present population trends, the social factors underlying population growth, and related problems of birth control and world food supply. Gives credit for majors in Sociology or Political Science. Prerequisite: SOC-150 or POL-100.

SOC 371 - Family Systems (3)

A study of principles, theoretical approaches, specific objectives, and techniques currently used in the "systems theory" approach to marriage and the family. The focus will be on normal developmental problems rather than on psychopathology. This course will present both a systemic and strategic approach to therapy including the theories of Minuchin, Satir, Bowen, and Haley. Prerequisite: 9 hours of Psychology. Also listed as PSY-371.

SOC 350TU - Social Research Methods (3)**SOC 410 - Sociology Seminar (3)**

Series of rotating seminars, each dealing with a different sociological issue such as human sexuality, church and society, society and sport, aging, death and dying. May be repeated. Prerequisites: SOC-150 and consent of the department.

SOC 475 - Independent Learning in Sociology (1 to 3)

Individually arranged with instructor. Prerequisites: Sociology major and consent of the department.

SOC 479 - Sociological Theory (3)

An intensive study of major schools of sociological theory, such as symbolic interaction, structure- functionalism, and conflict theory, together with a consideration of the close relationship between sociological theory and research. Prerequisite: SOC-150.

SOC 482 - Social Research (3)

Principles and methods of research design are emphasized in this course. Using survey, experimental, and observational approaches, students develop an appreciation for the research process. Quantitative and qualitative approaches are explored. Students are involved in research projects which provide opportunities for application of course material. Prerequisites: SOC-150 and an approved statistics course or consent of the department.

SOC 475CC - Global Studies Program (1 to 4)**SOS - Social Sciences****SOS 180 - Introduction to the Social Sciences (2)**

An intra-divisional, interdisciplinary study for students majoring in a Social Science discipline, equipping students with study and life skills for effective scholarship and learning. Prerequisite: UNV-180. (With consent of the department may be taken by transfer students concurrently with UNV-180.)

SPA - Spanish**SPA 100 - Spanish for Fun (3)**

Uses games, proverbs, songs, and dialogues that require students to use Spanish. Graded on a Credit/No Credit basis.

SPA 110 - Conversational Spanish (3)

Develops a basic working vocabulary and the use of the simple tenses. Listening and speaking in Spanish are emphasized during class time. Language laboratory required.

SPA 117 - Beginning Spanish I (3)

Designed to introduce the receptive and expressive skills in the use of the Spanish language. All four language skills receive attention. Language laboratory required.

SPA 118 - Beginning Spanish II (3)

Designed to develop the receptive and expressive skills in the use of the Spanish language. All four language skills receive attention. Language laboratory required. Prerequisite: SPA-117 or equivalent.

SPA 140 - Spanish Grammar and Composition I (3)

This course is an introduction to written communication in which the student will develop writing skills through an emphasis on Spanish grammar. The student will focus on word usage and spelling, sentence structure, paragraph composition, and proper grammar in writing short essays.

SPA 141 - Spanish Grammar and Composition II (3)

This course teaches students how to write clearly, correctly, and effectively. It requires the student to go through the process of planning, writing, and rewriting.

SPA 199T - College Spanish I (3)**SPA 237 - Intermediate Spanish I (3)**

A general review and continued development of the four language skills. Language laboratory required. Prerequisites: SPA-117 and SPA-118, or equivalent.

SPA 238 - Intermediate Spanish II (3)

Continued development of the four language skills through intermediate mastery. Language laboratory required. Prerequisites: SPA-117, SPA-118, and SPA-237, or equivalent.

SPA 347 - Spanish Conversation/Composition (3)

Conversational practice for development in understanding and speaking; composition includes translation and original writing. Prerequisites: SPA-237 and SPA-238, or equivalent.

SPA 348 - Latin American Studies (3)

A study of the geography, history, and culture. Assigned readings and reports. Prerequisites: SPA-238 or SPA-347.

SPA 354 - Latin American History (3)

The history from discovery to the present of the twenty republics constituting Latin America. Collateral reading and reporting in Spanish. Prerequisites: SPA-238 or SPA-347, or equivalent.

SPA 357 - Spanish Linguistics and Phonology (3)

A study of Spanish phonology, morphology, syntax, and semantics and their practical application to understanding and speaking Spanish, including a study of dialectal differences of American and Peninsular Spanish. Required for Spanish Education majors. Prerequisite: SPA-238 or SPA-347.

SPA 360 - Technology and Assessment in the Foreign Language Classroom (2)

A study of current theory and practice of technology and assessment in the foreign language classroom, with emphasis on their practical application. Meets the general objectives of EDU-200, but is specifically designed to prepare the foreign language teacher. Required for Spanish Education majors. Prerequisite: SPA-347.

SPA 365 - Special Topics in Spanish Culture (3 to 9)

Spanish or Latin American culture or history course designed for advanced students. Will focus on a specific country/area, historic era, artistic movement, or historic figure. For example: The Spanish Civil War, The Mexican Revolution, Contemporary Spain, The Three Religions of Spain, The Art of the Civil War, Women during the Franco Era, etc. This course can be repeated for up to nine hours of credit under different topics. Prerequisite: SPA-238 or SPA-347 or have prior departmental approval.

SPA 370 - Hispanic Culture and Language Studies (3)

Travel course to a Spanish-speaking country, designed to inform students about the history and culture of the nation while gaining an appreciation for the people and the language. Opportunities to use Spanish in a variety of settings. Fees for travel, lodging, and meals are extra. May be repeated. Prerequisite: SPA-238 or SPA-347.

SPA 371 - Hispanic Culture in the U.S. (3)

A study of the migration of the Hispanics to and within the U.S. A look at the influence the Hispanic culture has had and is having on the American culture. Prerequisite: SPA-238 or SPA-347.

SPA 372 - Culture and Civilization of Spain (3)

An historical and sociological survey of the people, culture, and customs of Spain through lectures, readings, discussions, and multimedia. Required for Spanish Education majors. Prerequisite: SPA-238 or SPA-347.

SPA 380P - Elementary Spanish Education Practicum (1)

A practicum experience for K-12 Spanish education majors in elementary-level classrooms in public or private schools. Students will observe an experienced elementary Spanish education teacher who will serve as the supervising teacher for the experience. Students will teach a minimum of 3 lessons in the elementary Spanish education classroom, and will be observed and evaluated by both IWU Spanish and IWU education faculty. Graded as a Credit/No Credit class. Permission of the Division of Education to take this course in conjunction with EDU-382C.

SPA 399H - Honors Thesis/Project (3)

Students will work under a faculty mentor in their major and in cooperation with an Honors College advisor, producing a research thesis or creative project.

SPA 348CC - Council for Christian Colleges and Universities (3)**SPA 354CC - Global Studies Program (3)****SPA 365CC - Global Studies Program (3 to 9)****SPA 370CC - Global Studies Program (3 to 4)****SPA 372CC - Global Studies Program (3 to 4)****SPA 420 - Advanced Spanish Grammar (3)**

A review, practice, and assessment of Spanish grammar at the advanced level according to ACTFL guidelines. Required for Spanish Education majors. Prerequisite: SPA-238 or SPA-347.

SPA 457 - Survey of Spanish Literature (3)

A study of the development of Spanish literature. Readings from major works of prose, poetry, and drama. Prerequisites: SPA-238 or SPA-347.

SPA 458 - Survey of Spanish American Literature (3)

A study of the development of literature in Spanish America from the Colonial period to the present. Prerequisites: SPA-238 or SPA-347.

SPA 461 - Contemporary Spanish Literature (3)

Intensive study in contemporary Spanish and Spanish American literature. Prerequisites: SPA-238 or SPA-347.

SPA 462 - Spanish Short Stories (3)

A study of Spanish and Spanish American short stories for advanced students. Prerequisites: SPA-238 or SPA-347.

SPA 465 - Special Topics in Spanish Literature (3 to 9)

Designed for advanced students, this course in Spanish literature will focus on a specific author, a literary movement, or a group of authors - for example: Cervantes, 20th and 21st Century Women Writers of Spain, Latin American Writers of the Boom, The Golden Age, etc. This course can be repeated for up to nine hours of credit under a different topic. Prerequisite: SPA-238 or SPA-347 or have departmental approval.

SPA 470 - Spanish Capstone (1)

Designed to assist Spanish majors in completing a portfolio that reflects their proficiency in the following: Spanish language, competence in Hispanic culture, applied experiences, and career preparation.

SPA 475 - Independent Learning-Spanish (1 to 3)

Individually arranged reading and reporting on reading, done in Spanish. Other options are possible. Prerequisite: SPA-238 or SPA-347 or Permission of Division

SPA 420CC - Global Studies Program (3 to 4)**SPA 458CC - Council for Christian Colleges and Universities (3 to 4)****SPA 461CC - Council for Christian Colleges and Universities (3)****SPA 462CC - Global Studies Program (3 to 4)****SPA 465CC - Global Studies Program (3 to 9)****SPA 475CC - Global Studies Program (1 to 6)****SPA 499CC - Global Studies Program (1 to 6)****SPIR - Spiritual Formation****SPIR 500 - Spiritual Formation: Change & Transformation (1)**

This course examines how change takes place in individuals. In addition to theories of personal change, special attention is given to historic examples of personal change.

SPIR 520 - Spiritual Formation: Self Awareness & Appraisal (1)

This course focuses on self-discovery and personal appraisal through a variety of personal and professional assessment tools. Prerequisite: MDIV-610

SPIR 540 - Spiritual Formation: Goal Setting & Accountability (1)

This course begins the process of change in previously identified areas of need through goal setting and accountability. Prerequisite: MDIV-611

SPIR 550 - Spiritual Life and Leadership (3)

This course focuses on the inflow and outflow of a deepening spiritual life which results in difference-making leadership.

SPIR 560 - Spiritual Formation: Mentoring & Spiritual Direction (1)

This course involves the connection of the minister with a spiritual mentor to whose spiritual direction they are willing to submit. The process of growth through mentoring is learned and implemented. Prerequisite: MDIV-612

SPIR 570 - Spiritual Formation: Personal & Corporate Disciplines (1)

This course covers the classical inward, outward, and corporate spiritual disciplines, which are carefully placed within the context of an overall process of change. Prerequisite: MDIV-613

SPIR 575 - Spirit Retreat for the Leader (3)

This course teaches and fosters the thinking, dispositions, and practices necessary for deeper devotion to Christ. Taught as an intensive retreat, students participate in the daily routines of the monastic life, consisting of silence, solitude, and worship, along with the prayerful reflection it cultivates. Students read and reflect on classic devotional texts, participate in a diversity of spiritual disciplines, and thoughtfully develop a spiritual growth strategy to guide their lives and ministries. The primary aim is to foster life-long devotional practices that increase students' capacity for faithfulness to Christ and to their ministerial vocation.

SPIR 590 - Spiritual Formation: Recovery & Deliverance (1)

This course focuses on the accomplishment of change and the goals set at the beginning of the spiritual formation sequence, with particular attention to recovery and or deliverance from obstacles to healthy spiritual growth. Prerequisite: MDIV-614

SPIR 500ES - Spiritual Formation: Change & Transformation (1)

This course examines how change takes place in individuals. In addition to theories of personal change, special attention is given to historic examples of personal change.

SPIR 520ES - Spiritual Formation: Self Awareness & Appraisal (1)

This course focuses on self-discovery and personal appraisal through a variety of personal and professional assessment tools. Prerequisite: MDIV-610

SPIR 540ES - Spiritual Formation: Goal Setting & Accountability (1)

This course begins the process of change in previously identified areas of need through goal setting and accountability. Prerequisite: MDIV-611

SPIR 560ES - Spiritual Formation: Mentoring & Spiritual Direction (1)

This course involves the connection of the minister with a spiritual mentor to whose spiritual direction they are willing to submit. The process of growth through mentoring is learned and implemented. Prerequisite: MDIV-612

SPIR 570ES - Spiritual Formation: Personal & Corporate Disciplines (1)

This course covers the classical inward, outward, and corporate spiritual disciplines, which are carefully placed within the context of an overall process of change. Prerequisite: MDIV-613

SPIR 590ES - Spiritual Formation: Recovery & Deliverance (1)

This course focuses on the accomplishment of change and the goals set at the beginning of the spiritual formation sequence, with particular attention to recovery and or deliverance from obstacles to healthy spiritual growth. Prerequisite: MDIV-614

STAT - Statistics

STAT 535 - Statistics for Business Decision-Making (3)

Students in this course will demonstrate how data analyses inform business decision-making by analyzing business problems using descriptive statistics, graphical methods, normal distribution and sampling theory, evaluating data using statistical process control (SPC) methods, regression, and various forecasting methods, and assessing statistical significance using the t-test. Students will synthesize an appropriate course of action for business decision making and integrate biblical principles into data-driven business decision-making.

SWK - Social Work

SWK 170 - Introduction to Social Work (3)

An introduction to the field of social work and social welfare, including concepts fundamental to the understanding of the social work profession and the efforts of social work on behalf of oppressed populations. The entry course into the Social Work major. Volunteer work in a community social service agency required.

SWK 335 - Social Welfare Organization (3)

A historical and philosophical examination of public and voluntary American social services. Value orientations, cultural traditions, and political and economic forces which have influenced the development of social welfare services and policies are emphasized. Prerequisite: SWK-170.

SWK 336 - Social Policy (3)

An examination and analysis of social policy development, implementation, and evaluation of the United States. Specific attention is given to how policy effects oppressed populations. Skill development in systematic policy analysis is emphasized. Prerequisite: SWK-335.

SWK 342 - Human Behavior and the Social Environment I (3)

An examination of how human behavior is shaped/influenced by one's environment. Emphasis is placed on how oppression, social injustice, and gender effect development across the life span. Both normal processes and obstacles that prohibit optimal development are examined. Specific emphasis is placed on understanding human development in the context of social work practice across the life span.

SWK 343 - Human Behavior and the Social Environment II (3)

An examination of how human behavior is shaped/influenced by macro systems. Such systems include family, groups, organizations, and community. Significant emphasis is placed on human development and how it is influenced by oppression and social injustice. A three-four day field trip to an urban environment is required.

SWK 354 - Statistics for Social Sciences (3)

This is an upper-division course for the Social Sciences. Topics include measures of central tendency and dispersion and graphical representation of data. Other topics include inferential statistical theory and hypothesis testing for statistical significance. Bivariate and multivariate measures of statistical relationship include chi square, nominal and ordinal measures of association, correlation and regression, analysis of variance, and multiple correlation and regression techniques. Factor analysis and analysis of covariance are briefly introduced. Primarily for students concentrating on psychology, sociology, social work, criminal justice, or political science. Prerequisite: Math SATI 450 (SAT 410) or ACT 10 or successful completion of the Math Competency requirement. Also listed as PSY-354.

SWK 355 - Social Work Practice I (3)

An introduction to the generalist model of social work practice. Emphasis is placed on the importance of a theoretical framework for practice. Basic skills of the generalist model of practice are introduced and applied specifically to work with individuals.

SWK 356 - Social Work Practice II (3)

Building on the foundation established in SWK-355, this course utilizes the generalist model of social work practice with groups and families. Attention is given to assessment and development of appropriate interventions within a systems framework of social work practice. Prerequisite: SWK-355.

SWK 357 - Social Work Practice III (3)

A social work methods course designed to further the student's problem-solving abilities. Special attention is given to assessment, planning, and evaluation of macro systems. Organizations and communities are the central focus of the course and are examined from the generalist model of social work practice. Prerequisites: SWK-355 and SWK-356.

SWK 366 - Social Work Field Placement I (3)

Taken concurrently with SWK-355, this course requires placement of 12 hours per week in a social service agency arranged by the Department of Social Work. Emphasis is given on the practical application of course content. Students are given opportunities to integrate classroom content with agency experiences. Prerequisites: SWK-170, SWK-335, and SWK-342 .

SWK 370 - Social Work Field Placement Seminar I (3)

Taken concurrently with SWK-355 and SWK-366, this course is designed to integrate course content of SWK-355 with the field placement experience. Emphasis is given to the development of skills related to assessment, planning intervention, evaluation, and termination in the context of a generalist model of social work practice.

SWK 399H - Honors Thesis/Project (3)

Work with a faculty mentor and in cooperation with an Honors College advisor, producing a research thesis or creative project.

SWK 466 - Social Work Field Placement II (9)

Through observation and participation in social service programs in various community agencies, under the educational direction of agency professionals and university faculty, students advance their knowledge of the social work profession and refine their practice skills. Prerequisites: SWK-357 and completion of the field practice application process. Taken concurrently with SWK-470.

SWK 470 - Social Work Field Placement Seminar II (3)

The seminar is designed to integrate the concepts, knowledge skills, and values that are learned from areas of Social Work Practice, Social Policy, Human Behavior/Social Environment, and Social Research. Provides opportunities for students to share learning experiences from agency placement. Taken concurrently with SWK-466.

SWK 472 - Social Work Seminar (3)

A series of rotating seminars focusing on social work practice relative to special populations, settings, interventive approaches, and specific problems such as social work with the substance abuser, social work with children, issues in child welfare, or social work with the aging.

SWK 475 - Independent Learning in Social Work (1 to 3)

Prerequisites: Social Work major and permission of instructor.

SWK 466CC - Global Studies Program (9)**SWK 470CC - Global Studies Program Seminar II (3)**

TC - Teaching Certificate

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TC ORE - Orientation to the Teacher Certificate Programs (0)

The Indiana Wesleyan University Teaching Certificate Orientation course is designed to provide students with the opportunity to get to know the members of their cohort, to gain understanding of the university structures and policies as they relate to the program, to become acquainted with Indiana Wesleyan University's learning management system, Blackboard, and to gain an understanding of the policies and procedures of both the IWU School of Educational Leadership and the Teaching Certificate program.

THEO - Theology

THEO 500 - Introduction to Christian Theology (3)

This course reviews the historic beliefs of orthodox Christianity, including the nature of revelation, God, Christ, the Spirit, creation, humanity, sin, salvation, the church, and the end of the age.

THEO 520 - The Mystery of the Incarnation (3)

An integrated theological study of Christmas, attending both to the original event of Christ's incarnation and its ongoing celebration in the life of the Christian church. Students will examine relevant biblical texts, the historical development of Christmas worship, classic theological texts on the incarnation, and contemporary Christmas practices both sacred and secular. Students will develop skills of rigorous theological reflection contextualized within local church practice in order to be better prepared for the Christmas season and its pastoral responsibilities.

THEO 530 - Easter: Resurrection of the Crucified (3)

An integrated theological study of Easter, attending both to the original event of Christ's resurrection and its ongoing celebration in the life of the Christian church. Students will exegete the relevant biblical texts, explore the historical development of Easter worship within the context of the liturgical year, engage classical and contemporary theological texts on

the resurrection, and evaluate contemporary ecclesial practices. Special reference will be made to Christ's resurrection as the basis of the church's hope and mission. Students will develop skills of rigorous theological reflection contextualized within local church practice.

THEO 540 - Introduction to Christian Theology (3)

This course reviews the historic beliefs of orthodox Christianity, including the nature of revelation, God, Christ, the Spirit, creation, humanity, sin, salvation, the church, and the end of the age.

THEO 570 - Faith and Politics in the Modern Middle East (3)

Through first hand experiences and interactions, this course will address Jerusalem's prominent role in the faiths of Judaism, Islam, and Christianity. In addition, the religious and political policies of both Israel and Palestine will be examined. Special consideration will be given to the challenges that face the local Christian church. Travel expenses and all applicable fees required.

THEO 500ES - Introduction to Christian Theology (3)

This course reviews the historic beliefs of orthodox Christianity, including the nature of revelation, God, Christ, the Spirit, creation, humanity, sin, salvation, the church, and the end of the age.

THE - Theology

THE 101 - Theology of Christian Life (3)

This course examines the basic beliefs of historic Christianity as summarized in the Apostles' Creed and connects them to Christian practices and life. Specifically, the doctrines of revelation, God, creation, fall and sin, the person and work of Christ, the person and work of the Holy Spirit, the church, salvation, and human destiny will be covered. While taking note of distinctive teachings in the major Christian theological traditions, focus is placed on the common understanding of Christian faith as a means of formation in Christian living that enables virtue, servant leadership, and citizenship in God's kingdom.

THE 201 - Survey of Biblical Doctrine (3)

A synthesis of Christian doctrine that will help students become familiar with the key teachings of the Word of God that form the foundation of evangelical faith.

THE 231 - Doctrine of Scripture and Doctrine of God (3)

This course examines the Doctrine of Revelation and Inspiration of scripture, the doctrines of predestination, creation, and providence, and the Doctrine of God with special attention given to His attributes and, decrees.

THE 232 - Basic Christian Doctrine (3)

This course examines the basic beliefs of historic Christianity as summarized in the Apostles' Creed and connects them to Christian practices. Specifically, the doctrines of revelation, God, creation, fall, and sin, the person and work of Christ, the person and work of the Holy Spirit, the church, salvation, and human destiny will be covered. Focus will be placed on the common understanding of Christian theology in the major Christian theological traditions, while also taking note of their distinctive beliefs.

THE 233 - Christian Theology I (3)

This course lays the foundation for all advanced theology courses, by laying out the basic tenets of the Christian faith. Special attention is given to the doctrine of God, Christology, Biblical Authority and Eschatology. Wesleyan/Arminian perspectives are compared with other traditions of Christian faith. Students intending to take only one course in theology should enroll in THE-232; Basic Christian Doctrine.

THE 235 - Doctrine of Man and Doctrine of Christ (3)

This course presents an analysis of the doctrine of man and examines Christology. Students reflect on the practical importance of both of these doctrines. Discussion of egalitarian and complementarian views of human relationships will be explored.

THE 238 - Doctrine of Salvation: Soteriology (3)

A study of soteriology, including the doctrines of sin, prevenient grace, justification, sanctification, and glorification from a Biblical, historical, and practical perspective. The Wesleyan Arminian tradition provides the theological framework for this course and other theological views will be examined from this perspective. Not open to students with credit in REL-424.

THE 310 - Christology (3)

This course examines the person and work of Jesus Christ. Students will explore the historical and theological development of orthodox Christology and attendant debates from the New Testament to today. Particular attention will be given to the relevance of Christ's theandric nature, earthly life, offices, atonement, resurrection, session, and second coming for Christian faith. Prerequisite: THE-233.

THE 311 - Ecclesiology (3)

Ecclesiology addresses the doctrine of the Church with a special focus upon the nature and mission of the Church. The biblical, historical, theological, and practical aspects of ecclesiology will be examined from both a Protestant and Roman Catholic/Eastern Orthodox perspectives, while considering major contemporary theological proposals. This class will also examine the historical problem of ecclesiology in the Wesleyan-Arminian tradition, address contemporary Wesleyan expressions of the Church, and work toward a biblically and theologically informed ecclesiology. Prerequisite: THE-232 or THE-233.

THE 313 - Pneumatology (3)

Pneumatology examines the person and work of the Holy Spirit. This course begins with the examination of the historical and theological developments of orthodox Pneumatology and its attendant debates. Next, it explores the Holy Spirit's offices, gifts, economy, and relationship within the Trinity. Finally, it concludes with an appraisal of contemporary Church. Throughout the course, special attention is given to Wesleyan perspectives. Prerequisite: THE-232 or THE-233.

THE 328 - Christian Worldview (3)

The purpose of this course is to make the student aware of the presuppositions and commitments that shape and define a biblical Christian worldview, not only in the areas of philosophy and theology, but also in the areas of the arts, the social sciences, and the physical sciences. The course will also provide guidance for how to best support and defend the Christian worldview in the face of secular and non-Christian challenges.

THE 338 - Apologetics (3)

This course focuses on the rational defense of the Christian faith based on apologetics and, to a lesser degree, philosophical reasoning. Special attention is given to arguments for God's existence, the problem of suffering. In addition, issues related to Christ's death, resurrection, and judgment will be covered. Not open to students with credit in REL-228.

THE 420 - The Life and Legacy of Augustine Of Hippo (3)

A study of one of the most influential shapers of Western Christianity by examining his life, his basic interpretation of salvation and the church, and his subsequent impact upon Roman Catholic and Protestant theology alike. Special attention given to his own writings, especially the Confessions. Prerequisite: REL-331 or REL-241.

THE 424 - Christian Theology II: Salvation /Holiness (3)

An intensive study of soteriology, including the doctrines of sin, prevenient grace, justification, sanctification and glorification from a Biblical, historical and practical perspective. The Wesleyan Arminian tradition will provide the theological framework for this course, we will examine other theological views from this perspective. Special attention will be given to John Wesley's doctrine of holiness. Prerequisite: THE-233 or THE-232.

THE 425 - Patristic Theology (3)

The purpose of this course is to immerse students in the primary theological sources of the Patristic period, which form the interpretative foundation for theological orthodoxy. Specifically, students will read, examine and discuss the major theological treatises of the Doctors of the Eastern Church - Athanasius, Basil the Great, Gregory Naziansus, and John Chrysostom and the Doctors of the Western Church - Ambrose, Augustine, Jerome, and Gregory the Great. Principal attention will be given to their systematic treatments of Christian doctrine. Prerequisites: THE-232 or THE-233.

THE 428 - The Theology of John Wesley (3)

The theology of John Wesley introduces students to the thought of John Wesley. While the historical background and history of the Methodist movement are considered, the focus is upon Wesley's theology through a study of Wesley's Standard Sermons and key treatises and letters. All major doctrines in John Wesley's theology will be addressed. However, because Wesley's theology of salvation is addressed substantially in REL-424: Theology II, Wesley's soteriology will not be a focus. Prerequisite: REL-232 or REL-233.

THE 475CC - Global Studies Program (1 to 4)**THE 505 - Introduction to the Theology of Doctrine of God (3)**

This course analyzes the nature of systematic theology and examines the terminology and divisions of theology and the importance of Scripture including the doctrines of revelation and inspiration. The course also presents the doctrine of God, including his Trinitarian and other attributes, and the doctrines of creation, salvation, sanctification, and providence. The student will also reflect on the practical importance of key aspects of the doctrine of God.

THE 510 - The Doctrine of Humanity and Christology Work (3)

This course examines and analyzes the doctrine of humanity and the doctrine of Christ and His work. Students reflect on the theological and practical importance of these doctrines.

THE 525 - Biblical Theology (3)

This course provides an advanced survey of biblical theology including methodological issues of debate over the past two centuries. Scriptural themes will be explored from multiple perspectives including narrative theologies of the history of redemption, thematic themes emerging from the text, and biblical theology's relationship to exegesis and systematic theology. The course engages ministers in the use of biblical theology for teaching and preaching.

THE 605 - Soteriology (3)

This course introduces the doctrine of salvation. Special emphasis is placed on the concepts of union with Christ, the external and internal calls, regeneration, conversion, repentance, saving faith, justification, adoption, sanctification, and glorification. The student will reflect on the practical application of soteriology.

THE 675 - Independent Study (3)

The purpose of this course is to allow flexibility for the student to pursue individualized research projects. This course may be repeated for a maximum of six (6) semester hours. Enrollment is limited to upper level MTS students and requires approval of the department chair.

TSL - Teaching English As Second Language

TSL 203 - TESOL Theoretical Foundations (3)

Introduces students to the theoretical underpinnings of TESOL (Teaching English to Speakers of Other Languages). Examines various language teaching models and how the selection of such models for the classroom is influenced by cognitive, affective, sociocultural, and linguistic factors.

TSL 305 - Second Language Acquisition (3)

Examines the fundamental linguistic theories, principles, and the processes of language acquisition and cognitive development. While this course will cover first language acquisition, the focus will be on second language acquisition. The course will consider linguistic, psychological, and social perspectives.

TSL 350 - TESOL Assessment and Testing (3)

Investigates concepts and theories in the field of language assessment. Explores the fundamental concepts in testing, the use and interpretation of current instruments of language and academic assessment, the appropriate placement of linguistically diverse students, and the development of classroom language assessments.

TSL 368 - Special Topics in TESOL (3)

Designed to provide opportunity for an occasional course emphasizing a particular TESOL-related topic, such as second language writing pedagogy, computer-assisted language learning, sociocultural approaches in TESOL, etc. Prerequisite: TSL-203 and ENG-170. May be repeated under different topics.

TSL 380 - Elementary Methods of Teaching ESOL (3)

General methods of teaching English to speakers of other languages at the elementary education level. Topics covered include planning, teaching techniques, models of teaching, learning theories for young language learners, measurement and evaluation, motivation, classroom management and discipline, culturally different learners, and special needs learners as applied to teaching. A field experience is required in an elementary school ENL classroom or pull-out program. Prerequisite: ENG-120 and TSL-203; Prerequisite or Co-requisite: TSL-305 and TSL-350, or Permission of the Division.

TSL 380P - Elementary TESOL Education Practicum (1)

Provides a practicum experience for K-12 TESOL education majors in elementary-level classrooms in public or private schools. Students will observe an experienced elementary TESOL education teacher who will serve as the supervising teacher for the experience. Students will teach a minimum of 3 lessons in the elementary TESOL education classroom, and will be observed and evaluated by both IWU TESOL education and education faculty. Graded as a Credit/No Credit class. Co-requisite: TSL-380. Permission of the Division of Education to take this course in conjunction with EDU-382C.

TSL 385 - Practicum in TESOL (3)

Provides opportunity for majors and minors to practice teaching English to Speakers of Other Languages (TESOL) in an international setting. It includes observation of, participation in, and the analysis of teaching ESOL. This course is evaluated on a credit/no credit basis. Prerequisites: ENG-170, TSL-203, TSL-305, EDU-382TE; or permission of the Division.

TSL 420 - English Linguistics for TESOL (3)

This course provides a detailed examination of specific aspects of the English language to prepare students for teaching English to speakers of other languages (TESOL). Topics to be covered will include the English sound system, word formation and acquisition, sentence structure and meaning, practical language use, and world Englishes. Pedagogical implications of each area will also be explored.

TSL 450 - English Grammar Pedagogy (2)

Enables students to develop their operational command of English Grammar into analytical knowledge with the purpose of teaching English grammar to speakers of other languages. The course will focus on implicit and explicit grammar instruction methodologies. Students will practice teaching grammar lessons, using the strategies they have learned and developed. Prerequisite: ENG-241.

TSL 471 - Research Seminar (2)

This course provides TESOL students develop skills required for the design, execution, and reporting of research related to linguistics and language teaching and learning. The experience culminates in the completion of an individually conducted research project. Co-requisite: TSL-481.

TSL 475 - Independent Learning Tesol and Universities (1 to 6)**TSL 481 - TESOL Capstone (1)**

This capstone course focuses on current issues and trends in the field of TESOL and preparing students for entry into the TESOL profession. Co-requisite: TSL-471.

TSL 475CC - Global Studies Program (1 to 6)

UNV - University Studies

UNV 111 - Philosophy and Practice of Lifelong Learning I (1)

This course focuses on understanding and managing the transitions encountered upon entering formal higher education. Emphasis will be placed on developing the skills related to personal effectiveness and lifelong learning.

UNV 112 - Philosophy and Practice of Lifelong Learning II (2)**UNV 114 - Investigation and Utilization of Information (1)**

A self-directed learning course designed to familiarize students with various methods available to gather and utilize information. Using self-directed topics, students will develop skill in the use of such tools as traditional or nontraditional library collections, microfilm and microfiche, online catalogs and databases, searching protocols, interviewing for information, Internet search tools, and online networking.

UNV 115 - Drivers Ed on the Information Superhighway (1)

This course will prepare the student to use the Internet and the World Wide Web (WWW) to get information needed to conduct personal, professional, and educational goals. It will explain the basic communications features of a personal computer and basic network topology. The student will know how to connect to the Internet and the WWW through the telephone system or computer networks. The student will be able to use email and FTP to get information on the Internet and be able to use a browser to get information on the WWW. Further, the student will be introduced to the search tools available in order to help locate information on the Internet.

UNV 116 - Internet Tools (1)

This course will introduce students to additional basic tools (applications) which they can use on the Internet for a variety of functions such as communication, file transfers, and research. (Windows 95 and 100 mg free on hard drive are required since many software packages are downloaded.)

UNV 117 - Bldg YOUR Www.home.page (1)

This course will prepare students to create a presence and provide information on the World Wide Web. It will explore the tools and procedures required to design, build, and implement a Web site. This course will give students the ability to move beyond the limitations of prepackaged page development software. Students will learn how to write basic HTML code to create pages containing images and links to other sites. By the conclusion of the course the student will have created a five-page site on the World Wide Web.

UNV 120 - Career Development (3)

A course focusing on development of interests, skills, and preparation in relation to managing personal career growth. Resume and cover letter writing, job search, effective interviewing, and the creation of a professional development plan are included.

UNV 150 - Relationships: Bldg & Maintaining Healthy Relationships At Home & Work (3)

Because people long for relational connection, this course explores how to forge strong rewarding relationships with friends, with the opposite sex, with family, and with God. It is designed to help you make bad relationships better and good ones great. This course does NOT substitute for PSY-150.

UNV 170 - Intro to Library Research (1)

This course will present basic library research techniques designed to promote critical thinking; to improve the ability to determine information needs; to find, synthesize, evaluate, and utilize information from print, electronic, and Internet resources; and to equip one to be a lifelong learner. Not open to students with credit in UNV-114.

UNV 180 - Becoming World Changers: Christian Faith and Contemporary Issues (3)

This introductory course for all first year students outlines the fundamental components of the Christian faith from an evangelical perspective. Students are challenged to develop a Christian worldview through their entire undergraduate experience by examining how Christian ideas both challenge and enrich the prevailing thought patterns of contemporary society. Readings and weekly discussion groups enable students to begin integrating faith, learning, and living as a foundation for their university experience. Co-Requisite: UNV-180G may be required from some sections.

UNV 180G - Becoming World Changers (group) (0)

Graded on a CR/NC basis.

UNV 181 - Leading Change in the World (3)

This course is designed to assist students with the development of a basic plan to change their world. Students will be briefly introduced to key elements of select leadership models, change theory, and strategic planning, and will use this theory to build a

model to become change agents. Students will be introduced to a Christian worldview of change by experiencing select readings of prominent change agents in Biblical history.

UNV 201 - Liberal Arts Appreciation (1)

Liberal Arts Appreciation: Designed to provide an overview of the beneficial aspects of a liberal arts education, course materials will help students gain a historical and contemporary understanding of the arts, humanities, and sciences and their application in the modern world. The course also serves as a capstone for associate of science majors in general studies.

UNV 300 - Health and Well-Being for the Transitioning Veteran (1)

This course equips students, who are transitioning veterans, with the information and resources necessary to move beyond the stresses of deployment and reintegration and embrace the opportunities available both in the community and through earned benefits for veterans.

UNV 318 - Beyond Suffering (3)

This course will examine ways in which Scripture addresses disability and suffering, thus providing a dynamic model of spiritual transformation. Students will learn to embrace brokenness. This course is relevant to all disciplines.

UNV 360 - Enterprise Community Internship (2)

This course is focused on facilitating and supporting for-credit internship opportunities within the state of Indiana for students seeking to apply in-class learning to an out-of-class applied learning community. Students will participate in an internship experience and the course concurrently, which facilitates community connections and involvement. Students from various academic disciplines will be brought together to process and reflect upon the Enterprise Community experience and the impact this experience has on the overall understanding of self-directed learning, self-assessment, career exploration, faith integration, and professional development. Prerequisite: Sophomore standing or departmental approval and declared major.

UNV 401 - General Studies Colloquium (1)

General Studies Colloquium: A readings capstone seminar for the General Studies program, focused readings from various liberal arts disciplines will aid students in determining the value of a liberal arts education.

UNV 488 - Special Topics in Life Calling (0)

Transfer students will explore Life Calling and Liberal Arts in a supportive course designed to ease their transition to the IWU academic community.

UNV 500 - Health and Well-Being for the Transitioning Veteran (1)

This course equips students, who are transitioning veterans, with the information and resources necessary to move beyond the stresses of deployment and reintegration and embrace the opportunities available both in the community and through earned benefits for veterans.

WAIV - Waivers

M00

WAIV MATH - Requirement Met by Test Score (0)

Used for DA purposes only to identify the Basic Math requirement is met by test scores.

R00

WAIV READ - Requirement Met by Test Score (0)

Used for DA purposes only to identify the Basic Reading requirement.

W00

WAIV WRIT - Requirement Met by Test Score (0)

Used for DA purposes only to identify the Basic Writing requirement.

WOR - Worship

WOR 235 - Worship (2)

This course examines the biblical, historical, and theological foundations of Christian worship and rituals in order for each student to derive a practice of worship which is culturally relevant yet rooted in the rich tradition of the ages. This course moves from theory to practice with actual preparation for leading worship. Co-requisite: WOR-235P.

WOR 235P - Worship Practicum (1)

Each student will be involved in practical experiences in a local ministry setting providing the student with a "laboratory" for the application of the principles of Christian worship as taught in the co-requisite course. Co-requisite: WOR-235

WOR 237 - Media for Ministry (3)

An introduction to a wide variety of media and technologies used for worship in local church or para-church ministries. Students will learn basic operations for such things as lighting, sound, videography, presentational software, desktop publishing, graphic editing, digital imaging, and podcasting. In addition, theological reflection upon the use of such media and technologies and the pastoral sensibilities needed for their use in a ministry setting will be emphasized. Prerequisite: ENG-120.

WOR 238 - Ethnodoxology in Christian Ministry (3)

This course is a foundational course enabling persons who serve in cross-cultural or multi-ethnic North American churches to worship in and influence the worship of various cultures. Students explore worship expressions from different world traditions and are introduced to models and tools of worship analysis in order to encourage the use of music and other art forms appropriate to diverse ministry contexts.

WOR 322 - Worship Throughout the Christian Year (3)

This course will explore the biblical understanding of time and how Christians have organized time for purposes of corporate worship. Students will examine how the observance of the Christian year proclaims the story of God in Christ by remembering specific events which recount God's divine activity. Particular attention is given to creating special services of worship expressive of the primary seasons of the sacred calendar (Advent, Christmas, Epiphany, Lent, Easter, and Pentecost). Prerequisites: THE-232 or THE-233; WOR-235 and WOR-235P or with permission of the Division.

WOR 325 - Centuries of Song (3)

A historical survey and theological examination of Christian congregational song used throughout twenty centuries of Christian worship ranging from chant to contemporary praise choruses, from traditional Western hymnody to global worship songs. Some attention is given to utilizing a variety of song types in worship design and introducing congregations to and leading them in new song forms for worship. Prerequisites: WOR-235 and WOR-235P or with permission of Division.

WOR 333 - History and Philosophy of Worship (3)

Explores the history of Christian worship from the close of the New Testament era to the modern period tracing the development and changes through history. The history section of this course uses the accepted rubric for worship studies: Time, Space, Prayer, Scripture, sacraments along with coverage of other elements of modern worship and their historical roots. The philosophy section examines various theologies and philosophies of worship in order to aid the student in developing his or her own practical worship theory.

WOR 436 - Church Rituals (1)

This course is designed to combine theological reflection with practical application as students acquaint themselves with the basic rituals of worship and passage in the evangelical tradition. Open to juniors and seniors who are Christian Ministries, Christian Worship or Youth Ministry majors or by permission of the Division. Prerequisite: REL-264 or YTH-220; THE-232 or THE-233; WOR-235 and WOR-235P.

WOR 438 - Worship Capstone (2)

A capstone course for students to bring together all their prior learning and preparation to produce a senior project related to worship. Students in this course are expected to use critical thinking skills and develop a synthesis worship project that will be tested and revised for actual implementation in a local church worship environment. To be taken simultaneously with WOR-438P. Open only to students who have been admitted to the Christian Worship major in their senior year.

WOR 438P - Worship Capstone Practicum Practicum (1)

Each student will be involved in a practical experience producing actual worship services providing the student with a laboratory for the convergence of the courses in communications, music and religion and related to the co-requisite course. These worship management experiences include experience in planning, budgeting, recruiting, organizing, supervising volunteers, and related activities required of a producer or manager of Christian worship services. Co-requisite: WOR-438.

WRI - Writing**WRI 140 - College Writing (3)**

This course provides the student with a basic understanding of the elements involved in the writing process by developing skills in various methods of writing. Students will write expressive and expository essays using the writing process of pre-writing, drafting, revising, and editing. They will also evaluate and synthesize various sources and ideas to develop an essay. This course helps students develop an ability to express their ideas effectively in writing, analyze expository and persuasive writing techniques, and establish a solid foundation for researching and securing information required for productive college level writing. Not open to students with a satisfactory grade in ENG-140. (Must be passed with a grade of "C" or higher.)

WRI 141 - Research and Writing (3)

This course focuses on advanced skills of expository and research writing. The course seeks to develop individual confidence in the effective use of professional communication and research writing skills. Students will write expository and research essays using the writing process of pre-writing, drafting, revising, and editing. By evaluating and synthesizing a variety of sources, creating an annotated bibliography, and drafting a formal article critique, students will sharpen their ability to communicate and think critically in an academic setting. Not open to students with a satisfactory grade in ENG-141. (Must be passed with a grade of "C" or higher.)

WRI 165 - English Language and Composition (3)

Studies in the English language from its historic background through its present use in advertising, politics, propaganda, and the business and professional world. Through writing assignments, students focus critically on using language responsibly. Prerequisite: Successful completion of ENG-120 or Advanced Standing in English.

WRI 210 - Theories and Methods of Writing Consultancy (0 to 1)

Required of all writing consultants in the first three semesters during which they work at the Writing Center. They may take this course for one credit hour per semester but may not accumulate more than three credit hours. This course will provide a philosophical and theoretical background to peer tutoring as well as hands-on instruction for working with students in various aspects of the writing process. Prerequisite: Successful completion of ENG-120 or Advanced Standing in English and Permission of the Division.

WRI 230 - Sentence Strategies (3)

Explores all elements of the writer's basic tool: the sentence. The course focuses on the possibilities of writing graceful, powerful, and/or effective sentences, no matter what the writer's purpose or genre. Students will analyze both professional and student models and develop tools and skills necessary to go beyond the conventional and traditional to explore the possibilities of English sentence construction in both practical and artistic composition. Prerequisite: WRI-234 or permission of the Division.

WRI 234 - Advanced Writing (3)

Develops skills of advanced expressive, expository, and research writing--employing current aims of discourse and emphasizing peer critiquing. Students are exposed to working collaboratively on such projects as group presentations, group research, and essays. Prerequisite: Successful completion of ENG-120 or Advanced Standing in English.

WRI 235 - Creative Writing (3)

An introduction to the writing of fiction, poetry, and drama. Emphasizes both the exercising of the imagination and the shaping of that imagination into artistic forms. Prerequisite: Successful completion of ENG-120 or Advanced Standing in English.

WRI 281 - Rhetorical Strategies (3)

An advanced study of expository writing patterns and strategies, including research writing. Emphasizes the influence of classical rhetoric on modern forms. Prerequisite: Successful completion of ENG-120 or Advanced Standing in English.

WRI 282 - Writing for Results (3)

The study and practices of persuasive writing. Includes analysis of pulpit rhetoric, political rhetoric, advertising techniques, and propaganda. Based on classical rhetoric, the course considers the psychological impact of language on behavior. Prerequisite: Successful completion of ENG-120 or Advanced Standing in English.

WRI 350 - The Autobiographical Impulse (3)

An intensive writing course that will help students intentionally incorporate autobiographical material into original poetry and prose. Students will study key autobiographical writers as well as write extensively in various genres: autobiographical fiction, memoir, confessional poetry, and creative non-fiction. Prerequisite: WRI-235.

WRI 352 - Writing for Children (3)

An intensive study of the craft of writing for children in various genres and for various age groups. Students will study key children's literature and theory as well as write extensively for each age group (2-6, 7-11, and 12-18). Prerequisite: WRI-235.

WRI 353 - Magazine Writing (3)

Involves study of theory, practice, and marketing of magazine articles for print and online magazine publication. Prerequisite: COM-224 or WRI-224 or permission of the Division.

WRI 354 - Writing Fiction (3)

Advanced work in the writing of short stories. Principles of plot construction, character delineation, and descriptive setting are considered. Prerequisite: WRI-235 or permission of the Division.

WRI 355 - Prose Style (3)

An advanced study of prose style, involving analysis of styles both literary and journalistic, and practice in various techniques. Prerequisite: WRI-234 or permission of the Division.

WRI 356 - Technical Writing (3)

Expository writing which concentrates on clarity and orderliness. Includes the preparation of reports, studies, proposals, and manuals for technical subjects such as those dealt with in the sciences, engineering, industry, and government. Prerequisite: Permission of the Division.

WRI 358 - Poetry (3)

An intense study of the craft of poetry writing. Through the study of excellent models (especially good contemporary poetry), through experimentation with both traditional forms and free verse, and through peer evaluation, students learn to find their own poetic voice. Prerequisite: WRI-235 or permission of the Division.

WRI 360 - Writing Internship (3)

Practical experience working for a newspaper, magazine business, or nonprofit organization. Tailored to meet the needs and abilities of advanced students. Requirements: Junior standing, 3.0 GPA, and permission of instructor. Prerequisite: Successful completion of ENG-120 or Advanced Standing in English.

WRI 368 - Writing Specialties (3)

Designed to provide opportunity for an occasional course emphasizing a particular writing specialty such as writing for children, travel writing, writing about spirituality, nature writing, etc. Prerequisite: Successful completion of ENG-120 or Advanced Standing in English or Permission of the Division. May be repeated under different topics.

WRI 399H - Honors Thesis/Project (3)

Work with a faculty mentor and in cooperation with an Honors College advisor, producing a research thesis or creative project.

WRI 456 - Fiction (3)

Study of both the theory and the craft of fiction writing. By reading good fiction and by exploring through writing exercises the particular elements of fiction (plot, characterization, setting, point of view, and theme), students learn to integrate these to write short stories or to begin their own novels. Prerequisite: WRI-235 or permission of the Division.

WRI 457 - Nonfiction (3)

Encourages students to pursue and refine the nonfiction writing skills. Students may focus on the personal essay, the analytical article, religious or devotional writing, the review, or any other appropriate nonfiction mode. Prerequisite: WRI-234 or permission of the Division.

WRI 459 - Creative Nonfiction (3)

An intense workshop in the lyrical essay and literary nonfiction. Students will read extensively within the genre, journal diligently, and explore the possibilities of combining observation, research, and truth-telling with the schemes and tropes of imaginative prose writing. Prerequisites: WRI-234 and WRI-235.

WRI 460 - Writing for the Professions (3)

A workshop and practicum devoted to sharpening basic writing skills and developing appropriate styles and formats for professional communication and publication. Emphasis on individualized instruction and on the completion of personal professional projects. Prerequisite: Permission of the Division.

WRI 475 - Independent Learning in Writing (1 to 3)

Independent study in writing. Prerequisite: Permission of the Division.

WRI 481 - Writing Capstone (3)

A capstone course for writing majors, completing their coursework and complementing their Indiana Wesleyan University experience. Through class discussion, reading, research, writing, and portfolio development, students will be led to reflect upon the character and meaning of their academic and personal experiences and will be challenged to explore how these experiences may be integrated into their future work, both personal and professional.

WRI 495 - Creative Writing Project (1 to 3)

Creation of an ambitious individual writing project in any creative genre. For advanced students, by permission of the Division.

WRI 475CC - Council for Christian Colleges and Universities (1 to 4)**WSHP - Worship****WSHP 600 - Christian Worship (6)**

This course is a comprehensive, integrative approach to Christian worship, beginning with biblical foundations and ending with the tools needed to facilitate it in the church today. Topics range from administration of the historic sacraments and ordinances of the church to the use of music and media arts in contemporary worship. The course involves problem based case studies from the student's ministry context and so will require that the student currently be in an approved ministry setting. Prerequisite: Pastor, Church, and World.

WSHP 600ES - Christian Worship (6)

This course is a comprehensive, integrative approach to Christian worship, beginning with biblical foundations and ending with the tools needed to facilitate it in the church today. Topics range from administration of the historic sacraments and ordinances of the church to the use of music and media arts in contemporary worship. The course involves problem based case studies from the student's ministry context and so will require that the student currently be in an approved ministry setting. Prerequisite: Pastor, Church, and World.

YTH - Youth**YTH 220 - Introduction to Youth Ministries (2)**

This course focuses on developing one's personal vision and practice of youth ministry and gives attention to the foundational and diverse elements of youth ministry. It will include an introduction to the programs, methods, models, issues, challenges, and opportunities of youth ministry as well as the Biblical and philosophical foundations for such ministry. Co-requisite: YTH-220P.

YTH 220P - Youth Ministry Observation (1)

Introduction to the basic elements of youth ministry by first-hand observation in a local church setting. The student will identify a specific church setting for observation/practicum. Emphasis will be upon exposure to and some participation in the general aspects of local church youth ministry especially related to those ministries with impact upon adolescents. An average of four hours of observation would be required each week. Co-requisite: YTH-220.

YTH 225 - Models of Youth Ministry (3)

This course is designed to familiarize students with the several approaches to youth ministry currently being utilized across the church. The course will involve both classroom presentation and on-site visits to a variety of ministries.

YTH 240 - Camp and Retreat Ministries (3)

An examination of Christian camps and institutes for children, youth and/or adults. Objectives, personnel, materials, as well as philosophy, are considered.

YTH 270 - Communication With Youth (3)

This course concentrates on the unique elements of communicating with youth and children as a distinctive age group in the church. It explores communication theory and the process of communicating Christ to contemporary culture. Limited to majors and minors in the Division of Religion and Philosophy unless permission is granted by the Division. Prerequisite: BIL-202.

YTH 240CC - Council for Christian Colleges (3)**YTH 320 - Youth Leadership Seminar (3)**

A focused study on specific aspects of youth ministry using field trips and resource specialists. This course may be repeated.

YTH 341 - Youth Ministries Practicum (1)

This course moves beyond observation to actual ministry involvement under the supervision of a pastor/mentor in a local church setting. The student will identify a specific youth ministry assignment and approved by the ministry supervisor and the practicum instructor. Students will be expected to be involved in a small group ministry as well as take some leadership role in a large teen event. An average of four ministry hours will be required each week. Prerequisites: YTH-220 and YTH-221.

YTH 342 - Youth Ministries Practicum (1)

See YTH-341. Prerequisite: YTH-341.

YTH 343 - Youth Ministries Practicum (1)

See YTH-341. Prerequisite: YTH-342.

YTH 355 - Youth Programming and Management (3)

This course is an in-depth exploration of the nature and process of effective youth ministry in the local church. It will study the nature of modern adolescence, youth culture and youth ministry with a view to develop international youth ministry programs. This course also seeks to develop management skills and an effective vision of leadership with a primary emphasis on Christ-centered, principle-based servant leadership. Open to juniors and seniors. Co-requisite: YTH-355P.

YTH 355P - Youth Programming Practicum (1)

This course moves beyond observation to actual ministry involvement under the supervision of a pastor/mentor in a local church setting. The student will identify a specific youth ministry assignment as approved by the ministry supervisor and the practicum instructor. Students will be expected to be involved in a small group ministry as well as take some leadership role in a large teen event. An average of four ministry hours will be required each week. Co-requisite: YTH-355.

YTH 370 - Youth Counseling (3)

This course provides an exploration of strategies and techniques for effective counseling of youth and their families. In addition to addressing the most typical issues faced by youth and their families, an examination of the growth and development of adolescents will also be considered. Co-requisite: REL-469P.

YTH 371 - Youth Evangelism and Discipleship (3)

This course will establish both principles and practices of evangelism and discipleship which are uniquely applicable to persons in the second decade of life.

YTH 399H - Honors Thesis/Project (3)

Work with a faculty mentor and in cooperation with an Honors College advisor, producing a research thesis or creative project.

YTH 425 - Youth Ministry Internship (3 to 6)

This course is designed to give an individual a semester/summer of practical experience while serving in full-time youth ministry in a local church setting. The student will work under the supervision of an effective full-time youth pastor who serves as mentor/evaluator. This internship requires a minimum of 40 hours of ministry each week, which may include study and research time needed for this course and other youth ministry courses in which the student is concurrently enrolled. 4-7 week experience: 3 hours; 8-11 week experience: 6 hours. Prerequisites: YTH-220 and permission of instructor.

YTH 466 - Preaching to Youth (2)

This course concentrates on the unique elements of communicating with youth and children as a distinctive age group in the church. It explores communication theory and the process of communicating Christ to contemporary culture. Limited to majors and minors in the Division of Religion and Philosophy unless permission is granted by the Division. Prerequisite: REL-465; Corequisite: REL-466P.

YTH 480 - Senior Youth World Changing Seminar (2)

In a seminar setting, a personal strategy is developed for changing our world in the form of a first year ministry plan. We will draw upon biblical and theological resources as well as the synthesis of practical insights gained during the undergraduate experience. Students will refine a portfolio and develop a life plan for on-going personal and professional development. Capstone experiences will include both a written paper and an oral presentation to the class. Limited to seniors in youth Ministries and Adolescent Ministries majors.

YTH 475CC - Global Studies Program (1 to 4)

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Michael Mendenhall, M.S.M., *Assistant Director, Faculty Development, School of Liberal Arts, College of Adult and Professional Studies*

Aaron Metzcar, Ed.D., *Director of Faculty Support, School of Business and Leadership, College of Adult and Professional Studies*

Alan Miller, B.A., *Director of University Relations*

Candace Moats, *Head Coach, Volleyball*

Michael Moffitt, M.A., *Vice President, Student Development*

Alicia Morrell, B.S., *Director, Upward Bound, Student Development*

Douglas Morris, Ph.D., OTR/L, *Program Director, Occupational Therapy, School of Health Sciences*

Terry Munday, Ed.S., *Senior University Relations Counselor*

Adam Myers, B.S., *Director, Campus Recreation*

Chad Newhard, *Head Coach, Baseball*

Karen Newhard, M.S., *Director, TRiO Scholars Program, Center for Student Success*

Keith Newman, Ed.D., *CEO for Residential Education & Executive Vice President*

Kimberly Nicholson, M.A., *University Registrar*

Larry Norris, M.Ed., *Assistant Director, Adult Enrollment Services*

Kristi North, M.S.M., *Assistant Director, Adult Enrollment Services*

Lorne Oke, Ed.D., *Executive Director, Center for Learning and Innovation, College of Adult and Professional Studies*

Brad Oliver, Ed.D., *Associate Dean, School of Educational Leadership, College of Adult and Professional Studies*

Kimberli Palmer, M.S., *Director of Academic Success, Student Services*

Andrew Parker, M.A., *Dean, Student Conduct and Community Standards*

Kim Parker, M.Div., *Assistant Dean, Mentoring and Residential Learning Initiatives*

Bronson Pasko, M.Ed., *Associate Vice President, Student Development/ Residence Life*

Jerry Pattengale, Ph.D., *Assistant Provost, Scholarship and Public Engagement*

Lance Percy, M.A., *Associate Vice President, Advancement and Alumni Relations*

Rita Pinkerton, B.S.; CPA, *Director, Budgeting, Business Affairs*

Jaime Pitt, M.L.S., *Librarian, Cataloging/Technical Services, Off-Campus Library Services*

Terry Porter, *Coach, Women's Tennis*

Thomas Ratliff, M.B.A., *Associate Vice President, Financial Aid*

Brock Reiman, Ph.D., *Vice President/Dean, College of Adult and Professional Studies*

Philip Renfro, M.D., M.P.H., *Academic Coordinator for Clinical Education, School of Health Sciences*

Ronald Rice, M.L.S., *Reference Librarian, Off Campus Library Services Merrillville*

Paul Richardson, Ed.D., *Associate Director, Undergraduate Business Administration, School of Business and Leadership, College of Adult and Professional Studies*

Gale Richmond, B.A., *Director of Church Relations*

David Riggs, Ph.D., *Executive Director, John Wesley Honors College*

Karen Roorbach, M.S., *Assistant Provost, Academic Support Services*

Keith Roorbach, *Director, Transportation, Facility Services*

David Rose, M.B.A., *Vice President, Adult Enrollment Services*

Diana Ross, Ph.D., *Associate Director, Continuing Studies for Teacher Leaders, School of Educational Leadership, College of Adult and Professional Studies*

Don Rowley, M.S.M., *Assistant Vice President, Operations and Facilities*

Neil Rush, M.S.M., SPHR, *Director, Risk Management and Compliance*

Charleston Sanders, M.S.M., *Director, Multicultural Recruitment*

Kenneth Schenck, Ph.D., *Dean, Wesley Seminary*

Kyle Schmidt, B.S., *Director, Sports Information*

Wayne Schmidt, D.Min., *Vice President, Wesley Seminary*

Robert Schultz, Ph.D., *Director, Department of Educational Administration, School of Educational Leadership, College of Adult and Professional Studies*

Sarah Schultz, M.A., *Assistant Athletic Trainer, Health and Human Performance*

Mary Ann Searle, Ed.D., *Regional Dean, Kentucky and Southern Indiana, College of Adult and Professional Studies*

Amanda Serafin, B.S., *Assistant Director, Adult Enrollment Services*

Tim Sharp, *Director, Custodial Services, Facility Services*

Daniel Shepherd, Ed.D., *Director, Department of Advanced Studies for Teacher Leaders, School of Educational Leadership, College of Adult and Professional Studies*

Jerry Shepherd, M.A., *Associate Vice President, Adult Enrollment Services*

Edward Shigley, Ph.D., *Director, Kern Ministry Education Program*

Cynthia Sizemore, M.S.M., *Regional Dean, Northern Indiana, College of Adult and Professional Studies*

Thomas Sloan, *Associate Director of Admissions, Enrollment Management*

Henry Smith, Ph.D., *Chancellor, President's Office*

Daniel Solms, M.S., *Director, Financial Aid, Marion*

Angela Spangler, M.S.M., *Director, Financial Aid, Enrollment Management*

Melissa Sprock, M.Div., *Director, Housing Operations, Residence Life*

Donald Sprowl, Ph.D., *Assistant Provost, Institutional Research and Accreditation*

David Stefan, Ph.D., *Director, Department of Behavioral and Social Sciences, School of Liberal Arts, College of Adult and Professional Studies*

David Stevens, *Associate Director, Admissions*

Bruce Stuard, J.D., *Director, Department of Public Services and Applied Sciences, School of Liberal Arts, College of Adult and Professional Studies*

Kurt Thompson, M.Ed., *Director, Instructional Design, Center for Learning and Innovation, College of Adult and Professional Studies*

Matthew Thompson, M.A., *Director of Student Transitions, School of Life Calling and Integrative Learning*

Scott Todd, *Director of Marketing, University Relations*

Gregory Tonagel, *Head Coach, Men's Basketball*

Lonnie Vandeventer, B.S., *Director, Annual Fund*

James Vermilya, Ph.D., *Director, World Impact*

Janelle Vernon, M.A., *Vice President for Residential Enrollment Management & Marketing*

Debra Walters, M.S., *Associate Director, Recruiting, Admissions*

Dave Ward, Ph.D., *Associate Dean, School of Theology and Ministry*

Everette Webber, M.S.M., *Director, Systems Administration, Information Technology*

Elvin Weinmann, M.B.A., *Senior Advisor, Planned Giving*

Gail Whitenack, B.A., *Associate Vice President, Business Affairs*

Zachary Whitesel, C.P.A., *Assistant Controller, Business Affairs*

Konrad Willmert, *Assistant Director, Software Administration, Information Technology*

James Wise, M.L.S., *Central Ohio OCLS Reference Librarian, College of Adult and Professional Studies*

David Wright, Ph.D., *University President*

John Wrightsman, M.A., *Director, Chaplain Ministries/Spiritcare, Student Services, College of Adult and Professional Studies*

SuYeon Yoon, Ph.D., *Director, Department of General Education, School of Liberal Arts*

Leslie Zolman, M.A., *Director, Admissions, Student Services, College of Adult and Professional Studies*

Rick Zwirn, B.S., *Assistant Director of Admissions, Adult Enrollment Services*

Faculty

*Format Key

Name, Appointment Date, Title(s)

College

Degrees

David Wright, 1994-2005; 2008, *President of the University*

B.A., 1977, Marion College (Currently Indiana Wesleyan University); M.A., 1980, George Fox University

Ph.D., 1990, University of Kentucky

Bridget Aitchison, 2009, *Dean for International Programs*

B.A., (Hons), 1992, University of New South Wales; D.C.A., 2002, University of Wollongong

Charles Alcock, 2003, *Assistant Professor of Youth Ministries, School of Theology and Ministry*

College of Arts and Sciences

B.S., 1989, Indiana Wesleyan University; M.A., 2003, Azusa Pacific University

Mark Alexander, 2002, *Regional Dean, Online*

College of Adult and Professional Studies

A.B., 1996, Indiana Wesleyan University; M.B.A., 2004, Indiana Wesleyan University

Paul Allison, 1993, *Professor of English, School of Arts and Humanities*

College of Arts and Sciences

A.B., 1986, Marion College (Currently Indiana Wesleyan University); M.F.A., 1990, University of Pittsburgh

Ph.D., 1995, State University of New York at Binghamton

W. Charles Arn, 2009, *Visiting Professor of Christian Ministry and Outreach, Wesley Seminary at Indiana Wesleyan University*

Wesley Seminary at Indiana Wesleyan University

B.A., 1972, Seattle Pacific University; M.S., 1973, University of Southern California

Ed.D., 1976, University of Southern California

Dave Arnold, 2003, *Associate Professor, School of Liberal Arts*

College of Adult and Professional Studies

A.B., 1971, Southern Nazarene University; M.A., 1973, Southern Nazarene University

Ed.D., 1999, University of La Verne

Mark Asnicar, 2007, *Assistant Professor of Biology, School of the Physical and Applied Sciences*

College of Arts and Sciences

B.A., 1983, Anderson University; M.S., 1995, IUPUI; Ph.D., 1998, IUPUI

Angela Bailey, 2011, *Assistant Professor of Nursing*

School of Nursing

B.S.N., 1990, IUPUI; M.S.N., 2008, University of Indianapolis

Marcie Baird, 2009, *Assistant Professor of Nursing*

School of Nursing

B.S., 1996, Indiana Wesleyan University; M.A., 2009, Ball State University

Barbara Baker, 1998, *Assistant Director, Curriculum Development, School of Business and Leadership*

College of Adult and Professional Studies

B.S.B.A., 1994, Indiana Wesleyan University; M.S.M., 1998, Indiana Wesleyan University

Joanne Barnes, 2008, *Associate Professor, Graduate Studies in Leadership, School of Business and Leadership*

College of Adult and Professional Studies

B.S.B.A., 1991, Indiana Wesleyan University; M.S.M., 1994, Indiana Wesleyan University

Ed.D., 2007, Indiana Wesleyan University

Margaret Barnes, 2009, *Assistant Professor of Nursing*

School of Nursing

B.S.N., 1990, D'Youville College; M.S.N., 1993, D'Youville College

Tommie Barnes, 1988, *Associate Professor of Education; Coordinator, Cross Cultural Student Teaching, School of Teacher Education*

College of Arts and Sciences

B.S., 1965, Marion College (Currently Indiana Wesleyan University); M.Ed., 1971, Clemson University

David Bartley, 1989-1991; 1994, *Professor of History; Chairperson, Division of Social Sciences, School of Social and Behavioral Sciences and Business*

College of Arts and Sciences

A.A., 1977, Montgomery Junior College; B.S., 1979, Marion College (Currently Indiana Wesleyan University)

M.A., 1982, Butler University; Ph.D., 1989, Ball State University

Theodore Batson, 2001, *Professor, Division of Advanced Studies for Teacher Leaders, School of Educational Leadership College of Adult and Professional Studies*

B.S., 1965, Livingston State University; M.A., 1972, University of South Alabama

Ph.D., 1975, University of Southern Mississippi

Brian Bernius, 2005, *Assistant Professor of Religion, School of Theology and Ministry*

College of Arts and Sciences

B.A., 1997, Asbury College; M.A., 1999, Asbury Theological Seminary

M.Phil., 2004, Hebrew Union College-Jewish Institute of Religion

Ph.D., 2013, Hebrew Union College-Jewish Institute of Religion

Elaine Bernius, 2005, *Assistant Professor of Religion, School of Theology and Ministry*

College of Arts and Sciences

B.A., 1998, Asbury College

M.Phil., 2004, Hebrew Union College-Jewish Institute of Religion

Ph.D., 2013, Hebrew Union College-Jewish Institute of Religion

Tim Beuthin, 2006, *Professor, Graduate Studies in Leadership, School of Business and Leadership*

College of Adult and Professional Studies

B.A., 1974, Spring Arbor College; M.Div., 1980, Asbury Theological Seminary

Ph.D., 1989, Michigan State University

Jolly Beyioku, 2006, *Associate Professor of International and Community Development, School of Theology and Ministry*

College of Arts and Sciences

B.S., 1982, State University of New York College at Buffalo

B.A., 1983, State University of New York College at Buffalo

MUP, 1986, State University of New York College at Buffalo

Ph.D., 1992, University of Southern California

Barbara Bidwell, 2009, *Assistant Professor of Nursing*

School of Nursing

B.S.N., 1996, Lutheran College; M.S.N., 2009, Indiana University

Ken Bielen, 2007, *Director, Grants Management*

B.A., 1971, Rutgers College; M.A., 1978, University of Rhode Island

Ph.D., 1994, Bowling Green State University

Debra Bohlender, 2010, *Assistant Professor of Nursing*

School of Nursing

B.S.N., 1995, Southwestern Oklahoma State University; M.S.N., 2005, University of Phoenix

M.Ed., 2007, American Intercontinental University

Christopher Bounds, 2002, *Professor of Religion, School of Theology and Ministry*

College of Arts and Sciences

A.B., 1988, Asbury College; M.Div., 1991, Asbury Theological Seminary

M.Phil., 1994, Drew University; Ph.D., 1997, Drew University

Susan Bowman, 1970, *Associate Professor of Physical Education, School of the Physical and Applied Sciences*

College of Arts and Sciences

B.A., 1967, Grace College; M.A., 1969, Ball State University

David Boyajian, 2013, *Visiting Associate Professor of Mathematics, School of the Physical and Applied Sciences*
College of Arts and Sciences
 B.S., 1993, California State University; M.S., 1996, California State University
 Ph.D., 2002, West Virginia University

Jeffrey Boyce, 2011, *Director of Program Development, School of Business and Leadership*
College of Adult and Professional Studies
 B.S., 1979, Michigan Technological University; M.B.A., 1989, Ashland University
 Ph.D., 2006, Capella University

Heather Brady, 2011, *Assistant Professor of Nursing*
School of Nursing
 B.S., 2000, Indiana Wesleyan University; M.S., 2005, Indiana Wesleyan University

Jack Brady, 2007, *Assistant Professor of Criminal Justice, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
 B.S., 1973, Hardin-Simmons University; M.Ed., 1981, University of North Texas

Keith Brautigam, 2009, *Professor of Music, School of Arts and Humanities*
College of Arts and Sciences
 B.M., 1979, Grand Rapids Baptist College; M.M., 1982, Indiana University
 D.M., 1987, Indiana University

Denise Brehmer, 2008, *Assistant Professor of Nursing*
School of Nursing
 B.S., 1986, Ball State University; M.S., 1999, Ball State University

Charles Bressler, 2008, *Professor of English; Senior Scholar for Undergraduate Research, School of Arts and Humanities*
College of Arts and Sciences
 B.A., 1972, Wilkes University; M.S., 1974, University of Scranton
 Ph.D., 1985, University of Georgia

Darlene Bressler, 2008, *Professor of Education, Vice President and Dean for the College of Arts and Sciences*
College of Arts and Sciences
 B.S., 1973, Geneva College; M.S., 1974, Wilkes University
 Ph.D., 1994, University of Rochester

Jessica Briggs, 2012, *Life Coach Coordinator, School of Life Calling and Integrative Learning*
College of Arts and Sciences
 B.A., 2003, Claremont McKenna College; M.S., 2006, University of La Verne

Bruce Brinkley, 1993, *Assistant Professor, Senior Reference Librarian*
 A.B., 1982, Earlham College; M.L.S., 1983, Indiana University

Dennis Brinkman, 2000, *Professor of Chemistry; Associate Dean, School of the Physical and Applied Sciences*
College of Arts and Sciences
 B.S., 1972, Ottawa University; Ph.D., 1976, University of Michigan

Mark Brooker, 2008, *Assistant Professor, School of Business and Leadership*
College of Adult and Professional Studies
 B.S., 1982, The Ohio State University; M.S.A., 1996, Central Michigan University
 Ph.D., 2007, Walden University

Koco Brooks, 2012, *Director of Residential Academic Services*
 B.A., 1988, Anderson University; M.A., 1989, Ball State University

Mary Brown, 1985, *Professor of English; School of Arts and Humanities*
College of Arts and Sciences
 A.B., 1974, Indiana University; M.A., 1982, Ball State University
 Ph.D., 1990, Ball State University

Stephen Brown, 1996, *Assistant Professor, Technical Services Librarian*
 B.S., 1967, Cedarville University; M.L.S., 1968, Indiana University

- Anne Bruehler, 2006, *Assistant Professor of TESOL, School of Arts and Humanities*
College of Arts and Sciences
 B.A., 1998, Asbury College; M.A., 2000, Ohio University
- Bart Bruehler, 2009, *Associate Professor, School of Liberal Arts*
College of Adult and Professional Studies
 B.A., 1995, Asbury College; M.Div., 1998, Asbury Theological Seminary
 Ph.D., 2007, Emory University
- Krista Bruenjes, 2008, *Assistant Professor of Spanish, School of Arts and Humanities*
College of Arts and Sciences
 B.A., 2007, Indiana Wesleyan University; M.A., 2012, California State University, Sacramento
- H. Michael Buck, 1989, *Professor of English, School of Arts and Humanities*
College of Arts and Sciences
 B.S., 1972, Taylor University; M.A., 1979, Wright State University
 Ph.D., 1987, Miami University
- Robert Burchell, 2008, *Online Chaplain*
College of Adult and Professional Studies
 B.A., 1988, Marion College (Currently Indiana Wesleyan University); M.A., 1992, Indiana Wesleyan University
- David Burden, 2006, *Associate Professor of History, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
 B.A., 1996, Ohio Northern University; M.A., 1998, University of Cincinnati
 Ph.D., 2005, University of California, Santa Barbara
- Scott Burson, 2008, *Assistant Professor of Religion, School of Theology and Ministry*
College of Arts and Sciences
 B.S., 1985, University of Rio Grande; M.A., 2000, Asbury Theological Seminary
- William Burton, III, 2003, *Assistant Professor, School of Business and Leadership*
College of Adult and Professional Studies
 B.S., 1975, Kettering University; M.B.A., 1989, Indiana Wesleyan University
 Ph.D., 2010, North Central University
- Kevin Cabe, 2013, *Assistant Professor, School of Business and Leadership*
College of Adult and Professional Studies
 B.S., 1994, Indiana Wesleyan University; M.B.A., 2004, Indiana Wesleyan University
- Sheila Carlblom, 1998, *Assistant Professor, Director of Library Services*
 B.S., 1973, Nyack College; M.A.R., 1975, Asbury Theological Seminary
 M.L.S., 1982, University of Iowa
- William Carpenter, 2006, *Associate Professor of Art, School of Arts and Humanities*
College of Arts and Sciences
 B.A., 2002, Wheaton College; M.F.A., 2006, University of Miami
- Angela Castleman, 2011, *Assistant Professor, School of Liberal Arts*
College of Adult and Professional Studies
 B.A., 2000, Mount Vernon Nazarene; M.Ed., 2006, Indiana Wesleyan University
- Carson Castleman, 2007, *Associate Vice President Regional Education, Regional Dean for Southern Ohio and Northern Kentucky*
College of Adult and Professional Studies
 B.A., 1996, Northern Kentucky University; M.A., 2003, Liberty University
 Ph.D., 2013, Capella University
- Larry Chamberlain, 2005, *Associate Professor, School of Business and Leadership*
College of Adult and Professional Studies
 B.A., 1969, Bob Jones University; M.S.B.A., 1980, Indiana University
 M.B.A., 1989, Indiana University; D.S.L., 2006, Regent University
- Constance Cherry, 2004, *Professor of Worship and Christian Ministry, School of Theology and Ministry*

College of Arts and Sciences

A.B., 1975, Huntington College; M.M., 1982, Bowling Green State University

D.Min., 1998, Northern Baptist Theological Seminary

Pamela Childers, 2013, *Assistant Professor, Systems and Web Librarian*

B.A., 1990, Indiana University, Kokomo; M.L.S., 1996, Indiana University, Bloomington

Dorothy Clark-Ott, 2008, *Assistant Professor of Nursing**School of Nursing*

B.S., 1976, State University of New York at Binghamton; M.P.A., 2007, University of Dayton

Jonathan Conrad, 2001, *Professor of Political Science, School of Social and Behavioral Sciences and Business**College of Arts and Sciences*

B.S., 1991, Indiana Wesleyan University; M.A., 1997, Northern Illinois University

Ph.D., 2004, Northern Illinois University

Stephen Conrad, 2001, *Associate Professor of Biology; Co-coordinator, Biology Department, School of the Physical and Applied Sciences**College of Arts and Sciences*

B.A., 1985, Taylor University; M.S., 1993, Indiana State University

Ph.D., 1999, Indiana State University

Melissa Cook, 2007, *Associate Professor of Exercise Science, School of the Physical and Applied Sciences**College of Arts and Sciences*

B.A., 1997, University of the Pacific; M.S., 2002, California State University of Fullerton

Ed.D., 2005, Ball State University

Christopher Coy, 2009, *Assistant Professor of Biology, School of the Physical and Applied Sciences**College of Arts and Sciences*

B.S., 1973, Ball State University; M.A., 1977, Ball State University

Jeanne Craig, 2003, *Associate Director, Undergraduate Management and Marketing, School of Business and Leadership**College of Adult and Professional Studies*

B.S., 1978, Ball State University; M.B.A., 1999, Middle Tennessee State University

Satara Crandall, 2013, *Associate Professor of Social Work, School of Liberal Arts**College of Adult and Professional Studies*

B.A., 1997, Baker University; M.S.W., 1999, University of Kansas

Ph.D., 2009, Capella University

Rodney Crossman, 1981, *Associate Professor of Art; Artist-in-Residence, School of Arts and Humanities**College of Arts and Sciences*

B.S., 1976, Marion College (Currently Indiana Wesleyan University)

Sarah Crume, 2002, *Reference Librarian, Off Campus Library Services, Northern Indiana*

B.S., 1981, Hanover College; M.L.S., 1987, Indiana University

Robert Curfman, 1984, *Professor of Art, School of Arts and Humanities**College of Arts and Sciences*

B.S., 1977, Marion College (Currently Indiana Wesleyan University); M.A., 1982, Ball State University

M.F.A., 2010, The Art Institute of Boston

Kris Currier, 2013, *Assistant Professor of Nursing**School of Nursing*

B.S., 2005, Indiana Wesleyan University; M.S.N., 2007, Indiana Wesleyan University

D.N.P., 2011, St. Louis University

Douglas Daugherty, 1997, *Professor of Addictions Counseling, School of Social and Behavioral Sciences and Business**College of Arts and Sciences*

A.B., 1983, Franklin College; M.A., 1987, Ball State University

Psy.D., 1996, Indiana State University

Lisa Dawson, 2005, *Associate Professor of Music, School of Arts and Humanities**College of Arts and Sciences*

A.B., 1987, Anderson University; M.M., 1992, University of Kentucky
D.A., 2008, Ball State University

Robert Dawson, 2004, *Associate Professor of Nursing; Chair, Division of Pre-licensure Nursing School of Nursing*

B.S., 1995, Indiana Wesleyan University; M.S., 2004, Indiana Wesleyan University
D.N.P., 2012, Ball State University

Anne Decker, 2003, *Associate Professor, School of Educational Leadership College of Adult and Professional Studies*

B.A., 1981, God's Bible College; Masters, 1999, Mid-American Nazarene University
Ed.D., 2003, Regent University

Beth DeKoninck, 2012, *Assistant Professor of Nursing School of Nursing*

B.S.N., 1994, Georgia Baptist College of Nursing; M.S.N., 1996, Emory University
D.N.P., 2013, Vanderbilt University

Kimberly DeMichael, 1999, *Assistant Professor of Education; Education Placement Advisor and Secondary Program Coordinator, School of Teacher Education College of Arts and Sciences*

B.S., 1985, Eastern Nazarene College; M.Ed., 1986, Eastern Nazarene College

J. Michael Dennis, 2012, *Assistant Professor of Church Music, School of Arts and Humanities College of Arts and Sciences*

B.A., 1993, University of Montevallo; M.A., 2004, Lee University
Ph.D., 2010, Robert E. Webber Institute of Worship Studies

Colleen Derr, 2010, *Assistant Professor of Christian Ministry and Congregational Formation, Wesley Seminary at Indiana Wesleyan University*

Wesley Seminary at Indiana Wesleyan University
B.S., 1983, United Wesleyan College; M.A., 2007 Indiana Wesleyan University
Ed.D., 2013, Regent University

Chris Devers, 2011, *Director, Research, Center for Learning and Innovation College of Adult and Professional Studies*

B.S., 2000, Purdue University; M.S., 2003, Purdue University
Ph.D., 2009, University of Illinois

Erin Devers, 2011, *Assistant Professor of Social Psychology, School of Social and Behavioral Sciences and Business College of Arts and Sciences*

B.A., 2002, Huntington University; Ph.D., 2007, Indiana University Bloomington

David Dial, 2003, *Reference Librarian, Off Campus Library Services, Cleveland Education Center*

B.A., 1977, Baldwin-Wallace College; M.L.S., 1978, Clarion State University

Dustin Diller, 2013, *Assistant Professor of Nursing School of Nursing*

B.S., 2007, Indiana Wesleyan University; M.S.N., 2012, Indiana Wesleyan University

Karen Dowling, *Director, Adult Teacher Licensure Program, School of Educational Leadership College of Adult and Professional Studies*

B.S., 1997, Ball State University; M.A., 2004, Ball State University
Ph.D., 2012, Ball State University

Andrew Doyle, 2009, *Assistant Professor of Athletic Training, School of the Physical and Applied Sciences College of Arts and Sciences*

B.S., 2005, Indiana Wesleyan University; M.A., 2007, West Michigan University

Susan Draine, 2012, *Professor, Chair, Division of Graduate Studies in Nursing School of Nursing*

B.S., 1976, Olivet Nazarene University; M.S.N., 1983, University of Alabama-Birmingham
M.B.A., 1990, Olivet Nazarene University; Ed.D., 2009, Nova Southeastern University

Debra Drake, 1993, *Professor of Nursing*
School of Nursing

B.S.N., 1976, Olivet Nazarene University; M.S., 1992, Bradley University
 Ph.D., 2010, Walden University

Amanda Drury, 2012, *Associate Professor of Youth Ministry, School of Theology and Ministry*
College of Arts and Sciences

B.S., 2002, Indiana Wesleyan University; M.Div., 2005, Princeton Theological Seminary
 Ph.D., 2007, Princeton Theological Seminary

John Drury, 2010, *Assistant Professor of Theology and Christian Ministry, Wesley Seminary at Indiana Wesleyan University*
Wesley Seminary at Indiana Wesleyan University

B.A., 2001, Indiana Wesleyan University; M.Div., 2004 Princeton Theological Seminary
 Ph.D., 2010, Princeton Theological Seminary

David Duecker, 2003, *Associate Professor of Chemistry, School of the Physical and Applied Sciences*
College of Arts and Sciences

B.S., 1975, Marion College (Currently Indiana Wesleyan University); M.S., 1983, University of Cincinnati
 Ph.D., 1988, University of Cincinnati

Ruth Eby, 2010, *Assistant Professor of Nursing; Chair, Division of Post-licensure Nursing*
School of Nursing

B.S., 1986, Marion College (Currently Indiana Wesleyan University); M.S.N., 2010, Drexel University

Craig Edwards, 2010, *Professor of English, Associate Dean, School of Arts and Humanities*
College of Arts and Sciences

B.A., 1986, Evangel College; M.A., 1988, University of Wisconsin
 Ph.D., 1998, Indiana University

James Elsberry, 1995, *Professor of Education; Associate Dean, School of Teacher Education*
College of Arts and Sciences

B.S., 1970, Marion College (Currently Indiana Wesleyan University); M.Ed., 1986, University of Texas at Austin
 Ph.D., 1992, University of Texas at Austin

Timothy Esh, 2007, *Assistant Professor of English, School of Arts and Humanities*
College of Arts and Sciences

B.A., 2001, Houghton College; M.A., 2007, Drew University

Kimberly Fairchild, 2013, *Assistant Professor of Nursing*
School of Nursing

B.S., 2007, William Carey University; M.S.N., 2013, Liberty University

Gregory Fiebig, 2006, *Professor of Communication and Theatre, School of Arts and Humanities*
College of Arts and Sciences

B.A., 1977, Southwest Baptist College; M.A., 1982, Central Missouri State University
 M.Div., 1985, Midwestern Baptist Theological Seminary
 Ph.D., 2000, University of Missouri-Columbia

Caitlin Finch, 2012, *Career Development Coordinator, Center for Life Calling and Leadership*
College of Arts and Sciences

B.A., 2009, Calvin College; M.A., 2012, Taylor University

Susan Fisher, 1990, *Professor of Education, School of Teacher Education*
College of Arts and Sciences

B.S., 1964, Ball State University; M.A., 1982, Ball State University
 Ed.D., 1985, Ball State University

Michael Flanagan, 2001, *Assistant Professor of Music, School of Arts and Humanities*
College of Arts and Sciences

B.M.E., 1994, Indiana University; M.A., 2002, Ball State University

Joseph Flowers, 1997, *Associate Professor, School of Business and Leadership*
College of Adult and Professional Studies

B.S., 1978, Indiana University; M.P.A., 1982, Indiana University
M.A., 1985, Governors State University; Ph.D., 2003, Andrews University

Amy Forshey, 2005, *Assistant Professor of Special Education; Coordinator, Special Education Program, School of Teacher Education*

College of Arts and Sciences

B.A., 1991, Muskingum College; M.Ed., 2004, Indiana Wesleyan University
Ed.D., 2013, Ball State University

R. Nathaniel Foster, 2006, *Academic Coordinator of Clinical Education, School of Health Sciences*

College of Arts and Sciences

B.S., 2000, Indiana Wesleyan University; M.S.P.E., 2001, Ohio University
Ph.D., 2012, Capella University

Safiyah Fosua, 2012, *Assistant Professor of Christian Worship and Christian Ministry, Wesley Seminary at Indiana Wesleyan University*

Wesley Seminary at Indiana Wesleyan University

B.A., 1986, Northwestern University; M.Div., 1989, Oral Roberts University
D.Min., 1994, United Theological Seminary

Charlotte Franck, 2013, *Associate Director of Faculty Support, School of Business and Leadership*

College of Adult and Professional Studies

B.S., 1980, East Carolina University; M.B.A., 1990, Wright State University

Betty Jane Fratzke, 1984, *Professor of Psychology; Chairperson, Division of Behavioral Sciences, School of Social and Behavioral Sciences and Business*

College of Arts and Sciences

B.S., 1969, Greenville College; M.S., 1970, University of Illinois
Ed.D., 1988, Ball State University

Michael Fratzke, 1984, *Professor of Physical Education; Chairperson, Division of Health and Human Performance, School of the Physical and Applied Sciences*

College of Arts and Sciences

B.A., 1972, LeTourneau University; M.Ed., 1973, Stephen F. Austin State University
Ed.D., 1978, Texas A&M University - Commerce

James Freemyer, 2008, *Professor, Graduate Studies in Leadership, School of Business and Leadership*

College of Adult and Professional Studies

B.S., 1973, Northwest Missouri State University; M.S., 1980, Central Missouri State University
M.A., 1985, Grace Theological Seminary; Ed.D., 1999, University-North Carolina at Charlotte

Brian Fry, 2004, *Associate Professor of Sociology, School of Social and Behavioral Sciences and Business*

College of Arts and Sciences

A.B., 1992, Spring Arbor University; M.A., 1994, Michigan State University
Ph.D., 1998, Michigan State University

James O. Fuller, 1996, *Dean*

The Graduate School

B.A., 1971, Asbury College; M.Div., 1977, Asbury Theological Seminary
Ph.D., 1994, University of North Carolina-Greensboro

Misty Fultz, 2012, *Assistant Professor of Nursing*

School of Nursing

B.S.N., 2006, University of Phoenix; M.S.N., 2008, University of Phoenix

John Bradley Garner, 2002, *Director, Faculty Enrichment, Center for Learning and Innovation*

College of Adult and Professional Studies

B.S.Ed., 1971, University of Akron; M.S.Ed., 1974, University of Akron
Ph.D., 1993, Kent State University

Paul Garverick, 2007, *Director, Department of Religion, School of Liberal Arts*

College of Adult and Professional Studies

B.A., 1986, Asbury College; M.Div., 1990, Asbury Theological Seminary

Ed.D., 2013, Indiana Wesleyan University

Mark Gerig, 2007, *Professor of Graduate Counseling, Chair, Division of Graduate Counseling, School of Social and Behavioral Sciences and Business*

College of Arts and Sciences

B.A., 1980, Purdue University; M.A., 1983, Trinity Evangelical Divinity School

Ph.D., 1991, University of Toledo

Pamela Giles, 1993-1997; 2004, *Associate Professor of Nursing*

School of Nursing

B.S., 1980, Marion College (Currently Indiana Wesleyan University); M.S., 1993, Indiana Wesleyan University

Ph.D., 2010, Walden University

Darla Gowan, 2009, *Assistant Professor of Nursing*

School of Nursing

B.S., 1986, Marion College (Currently Indiana Wesleyan University); M.N., 1991, UCLA

D.N.P., 2013, University of Southern Indiana

Annie Greeley, 2012, *Assistant Professor of Art History, School of Arts and Humanities*

College of Arts and Sciences

B.A., 2004 Westmont College; M.St., 2005 University of Oxford

Brad Grubb, 1988, *Regional Dean, Central Indiana*

College of Adult and Professional Studies

B.S., 1975, Cincinnati Bible College; M.A., 1981, Ball State University

M.S., 2004, Indiana Wesleyan University

Lisa Guy, 2013, *Assistant Professor of Nursing*

School of Nursing

B.S., 1985, Marion College (Currently Indiana Wesleyan University); M.S.N., 2008, Indiana Wesleyan University

Todd Guy, 1986-2000; 2001, *Professor of Music; Chairperson, Division of Music, School of Arts and Humanities*

College of Arts and Sciences

B.S., 1984, Marion College (Currently Indiana Wesleyan University); M.M., 1986, Northwestern University

D.A., 1998, Ball State University

Audrey Hahn, 1991, *CEO for Non-Residential Education & Executive Vice President*

B.S., 1976, Manchester College; M.S., 1983, St. Francis College

Daniel Hall, 2000, *Assistant Professor of Art, School of Arts and Humanities*

College of Arts and Sciences

A.B., 1983, Drake University; M.A., 1991, University of Northern Iowa

Harry Hall, 2001, *Director, Academic Planning and Evaluation, School of Business and Leadership*

College of Adult and Professional Studies

B.A., 1976, Augusta College; M.Ed., 1996, University of North Carolina, Charlotte

Ed.D., 1999, University of North Carolina, Charlotte

Stacy Hammons, 2011, *Professor of Sociology, Associate Dean, School of Social and Behavioral Sciences and Business*

College of Arts and Sciences

B.S., 1984, University of Missouri; M.A., 1997, Washington State University

Ph.D., 2000, Washington State University

Russell Harney, 2011, *Assistant Professor of Criminal Justice, School of Liberal Arts*

College of Adult and Professional Studies

B.S., 1991, Eastern Kentucky University; M.S., 2009, University of Louisville

Pamela Harrison, 1989, *Professor of Nursing*

School of Nursing

B.S., 1977, George Mason University; M.S., 1992, Ball State University

Ed.D., 2004, Ball State University

Patricia (Lynn) Hartley, 2006, *Assistant Professor of Nursing*

School of Nursing

B.S., 1999, Indiana Wesleyan University; M.S.N., 2003, Xavier University

Wendy Hassett, 2013, *Associate Professor, School of Liberal Arts
College of Adult and Professional Studies*

B.S., 1991, Auburn University; M.P.A., 1993, Auburn University
Ph.D., 2003, Auburn University

J. Russell Hawkins, 2009, *Associate Professor of Humanities and History, John Wesley Honors College
College of Arts and Sciences*

B.A., 1999, Wheaton College; M.A., 2002, Montana State University

Lee Ann Hawkins, 2013, *Assistant Professor of Nursing
School of Nursing*

B.S., 1996, Azusa Pacific University; M.S.N., 1998, Azusa Pacific University
Ph.D., 2013, University of San Diego

Martha Hawkins, 2012, *Assistant Professor of Nursing
School of Nursing*

B.S.N., 2002, University of Kentucky; M.S.N., 2002, University of Kentucky
D.N.P., 2010, Vanderbilt University

Lisa Hayes, 2008, *Reference Librarian, Off Campus Library Services, Cincinnati Education Center*

B.A., 1984, Indiana University; M.L.S., 1989, Indiana University

Simon C. Henry, 2013, *Assistant Professor, Transfer Advisor
College of Arts and Sciences*

B.A., 2007, Indiana Wesleyan University; M.B.A., 2012, Indiana Wesleyan University

Roberta Henson, 1992, *Professor of English; Director of the Writing Center, School of Arts and Humanities
College of Arts and Sciences*

A.B., 1989, Indiana Wesleyan University; M.A., 1990, Ball State University
Ph.D., 1995, Ball State University

Brandon Hill, 2010, *Associate Professor of Graduate Counseling, Associate Dean for the School of Life Calling and Integrative Learning*

College of Arts and Sciences
B.S., 1993, Greenville College; M.A., 2002, Azusa Pacific University
Ph.D., 2005, St. Louis University

Patricia Hodges, 2008, *Assistant Professor of Nursing
School of Nursing*

B.S., 1979, Arlington Baptist College; B.S.N., 1999, Andrews University
M.S.N., 2007, Walden University

Joe Hoffert, 2013, *Assistant Professor of Computer Information Systems, School of the Physical and Applied Sciences
College of Arts and Sciences*

B.A., 1986, Mount Vernon Nazarene College; M.S., 1990, University of Cincinnati
Ph.D., 2011, Vanderbilt University

Karen Hoffman, 1996, *Associate Professor of Nursing, Associate Dean
School of Nursing*

B.S., 1977, Grace College; M.S., 1995, Ball State University
D.N.P., 2006, Rush University Medical Center

Becky Hoffpauir, 2006, *Assistant Professor of Nursing
School of Nursing*

B.S.N., 1980, McNeese State University; M.S., 2006, University of Phoenix

Richard Hooker, 2010, *Associate Professor of Addictions Counseling, School of Social and Behavioral Sciences and Business
College of Arts and Sciences*

B.A., 1989, God's Bible School; M.A., 1993, Cincinnati Christian University
M.A., 1994, Cincinnati Christian University; Ed.D., 2001, University of Cincinnati

Stephen Horst, 1999, *Associate Professor of Religion and Philosophy, School of Theology and Ministry*

College of Arts and Sciences

B.A., 1977, Houghton College; M.Div., 1983, Trinity Evangelical Divinity School
M.A., 1984, Trinity Evangelical Divinity School; M.A., 1991, Syracuse University
Ph.D., 2010, University of Wales Lampeter

George Howell, 2011, *Associate Professor, School of Business and Leadership*

College of Adult and Professional Studies

B.A., 1977, Ripon College; M.B.A., 1992, Indiana Wesleyan University
D.B.A., 2008, Anderson University

Barbara Hulsman, 2011, *Associate Professor of Nursing*

School of Nursing

B.S.N., 1973, Baylor University; M.S.N., 1988, University of South Carolina
Ph.D., 2011, University of Tennessee

Tammie Huntington, 2007, *Associate Professor of Music, School of Arts and Humanities*

College of Arts and Sciences

B.S., 1991, Grace College; M.M., 2004, Ball State University
D.A., 2008 Ball State University

Barbara Ihrke, 1994, *Dean, School of Nursing; Professor of Nursing*

School of Nursing

B.S., 1977, Crown College; M.S., 1993, Indiana Wesleyan University
Ph.D., 2002, Purdue University

Mary Jacobs, 2004, *Assistant Professor of Athletic Training; Head Athletic Trainer, School of the Physical and Applied Sciences*

College of Arts and Sciences

B.S., 1995, Indiana University; M.A., 1996, Western Michigan University

Alison Johnson, 2009, *Assistant Library Director; Assistant Professor*

College of Arts and Sciences

B.S., 2005, Indiana Wesleyan University; M.A., 2009, Indiana University

Patricia Johnson, 2013, *Associate Professor, Graduate Studies in Leadership, School of Business and Leadership*

College of Adult and Professional Studies

J.D., 1985, Howard University; Ph.D., 2008, Regent University

R. Boyd Johnson, 1998, *Professor, Chair, Graduate Studies in Leadership, School of Business and Leadership*

College of Adult and Professional Studies

B.A., 1974, University of California; M.A., 1976, California State University
Ph.D., 1998, Oxford, England

Daniel Jones, 2002, *Professor of Biology, School of the Physical and Applied Sciences*

College of Arts and Sciences

B.S., 1984, Purdue University; D.D.S., 1987, Indiana University
Ph.D., 1997, Wright State University

Kevin Jones, 2005, *Associate Director, Instructional Support, Online Region*

College of Adult and Professional Studies

B.R.E., 1984, Allegheny Wesleyan College; M.Ed., 2005, Indiana Wesleyan University
M.A., 2009, Indiana Wesleyan University

Sarah Jones, 2007, *Assistant Professor of Special Education, School of Teacher Education*

College of Arts and Sciences

B.S., 2002, Indiana Wesleyan University; M.Ed., 2007, Indiana Wesleyan University

Abson Joseph, 2011, *Associate Professor of New Testament, School of Theology and Ministry*

College of Arts and Sciences

Diploma in Theology, 2001, Caribbean Wesleyan College
M.Div., 2005, Asbury Theological Seminary
Ph.D., 2009, Brunel University/London School of Theology

Judith Justice, 2005, *Associate Professor of Graduate Counseling, Coordinator of School Counseling, School of Social and Behavioral Sciences and Business*

College of Arts and Sciences

B.S., 1991, Indiana University; M.A., 1994, Indiana University

Ed.D., 2003, Nova Southeastern University

Katrina Karnehm, 2008, *Associate Professor of English, School of Arts and Humanities*

College of Arts and Sciences

A.B., 2002, Indiana Wesleyan University; M.Litt., 2004, University of St. Andrews

Ph.D., 2009, University of St. Andrews, Scotland

Karla Karr, 2009, *Assistant Professor of Education, School of Teacher Education*

College of Arts and Sciences

B.S., 1995, Indiana Wesleyan University; M.Ed., 2003, Indiana Wesleyan University

Laura Kelsey, 2009, *Assistant Professor, Reference Librarian*

College of Arts and Sciences

B.A., 1990, Anderson University; M.A., 2005 Indiana University

Kwasi Kena, 2012, *Assistant Professor of Christian Ministry, Wesley Seminary at Indiana Wesleyan University*

Wesley Seminary at Indiana Wesleyan University

B.S., 1979, Bradley University; B.A., 1982, Wisconsin College Conservatory of Music

M.Div., 1988, Oral Roberts University; D.Min., 1994, United Theological Seminary

Dutch Kendall, 2013, *Assistant Professor, School of Business and Leadership*

College of Adult and Professional Studies

B.S., 1994, Rose-Hulman Institute of Technology; M.A., 2000, Webster University

M.B.A., 2003, Webster University; Ph.D., 2012, Capella University

Eric Kern, 2005, *Assistant Professor of Chemistry, School of the Physical and Applied Sciences*

College of Arts and Sciences

B.S., 2002, Ball State University; M.S., 2005, Ball State University

Patricia Kershaw, 2013, *Associate Professor of Nursing*

School of Nursing

B.S.N., 1994, Olivet Nazarene University; M.S.N., 2001, Lewis University

D.N.P., 2012, Governors State University

Jule Kind, 1993, *Director, Off-Campus Library Services*

B.S., 1972, Ball State University; M.S.L.S., 1989, University of Kentucky

Randall King, 2005, *Professor of Communication and Theatre; Chairperson, Division of Communication and Theatre;*

Director, Broadcast Media, School of Arts and Humanities

College of Arts and Sciences

A.B., 1984, Olivet Nazarene University; M.A., 1991, Southwestern Baptist Theological Seminary

Ph.D., 1998, University of Tennessee-Knoxville

Daniel Kiteck, 2008, *Assistant Professor of Mathematics, School of the Physical and Applied Sciences*

College of Arts and Sciences

A.B., 2001, Asbury College; M.A., 2003, University of Kentucky

Ph.D., 2008, University of Kentucky

James Kraai, 2008, *Associate Professor, School of Business and Leadership*

College of Adult and Professional Studies

A.B., 1968, Calvin College; M.A., 1970, Western Michigan University

Ed.D., 1973, Western Michigan University; M.B.A., 1983, University of Chicago

Matthew Kreitzer, 2003, *Professor of Biology, School of the Physical and Applied Sciences*

College of Arts and Sciences

B.S., 1999, Olivet Nazarene University; Ph.D., 2003, University of Illinois at Chicago

R.B. Kuhn, 2001, *Director, Department of Liberal Studies, School of Liberal Arts*

College of Adult and Professional Studies

B.A., 1977, Allegheny Wesleyan College; M.S., 1983, Pensacola Christian College

Faith Labus, 2013, *Assistant Professor of Nursing*
School of Nursing

B.S., 1996, Indiana Wesleyan University; M.S.N., 2010, Indiana Wesleyan University

John Lakanen, 1995, *Associate Professor of Chemistry; Chairperson, Division of Natural Sciences, School of the Physical and Applied Sciences*

College of Arts and Sciences

B.S., 1987, Hope College; M.S., 1988, University of Michigan

Ph.D., 1994, University of Michigan

Christopher Langebartels, 2013, *Assistant Professor of Athletic Training, School of the Physical and Applied Sciences*
College of Arts and Sciences

B.S., 2006, Indiana Wesleyan University; M.S., 2012, Concordia University, Wisconsin

Soyoung Lee, 2013, *Visiting Assistant Professor of Economics, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences

B.A., 2003, Sogang University, Seoul, South Korea

M.A., 2006, University of Virginia; Ph.D., 2010, University of Virginia

YoungAh Lee, 2011, *Assistant Professor of Public Relations, School of Arts and Humanities*
College of Arts and Sciences

B.A., 1997, Ewha Women's University; M.A., 1999, Ewha Women's University

M.A., 2008, University of Missouri; Ph.D., 2011, University of Missouri

Angela Leffler, 2008, *Assistant Professor of Education, School of Teacher Education*
College of Arts and Sciences

B.S., 1991, Ball State University; M.A., 2010, Ball State University

Thomas Lehman, 1997, *Professor of Economics, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences

B.S., 1992, Indiana Wesleyan University; M.A., 1994, Ball State University

Ph.D., 2004, University of Louisville

Renee Lehrian, 2013, *Assistant Professor of Nursing*
School of Nursing

B.S., 1993, Indiana Wesleyan University; M.S.N., 2013, Indiana Wesleyan University

Dave Leitzel, 2000, *Instructional Designer, Center for Learning and Innovation*
College of Adult and Professional Studies

B.S., 1973, Marion College (Currently Indiana Wesleyan University)

Stephen Lennox, 1993, *Professor of Bible, School of Theology and Ministry*
College of Arts and Sciences

B.A., 1979, Houghton College; M.Div., 1982, Evangelical School of Theology

Ph.D., 1992, Drew University

Pamela Leslie, 2005, *Assistant Professor of Nursing*
School of Nursing

B.S., 1977, Marshall University-West Virginia

M.S., 1987, Marion College (Currently Indiana Wesleyan University)

Chris Lessly, 1993, *Professor of Music, School of Arts and Humanities*
College of Arts and Sciences

B.M.E., 1980, Central Missouri State University; M.M.Ed., 1987, University of Kansas

Ph.D., 1996, University of Kansas

Jennifer Light, 2009, *Assistant Professor of English, School of Arts and Humanities*
College of Arts and Sciences

B.A., 1991, Indiana Wesleyan University; M.A., 1997, Ball State University

Larry Lindsay, 1995, *Interim Provost*

B.S., 1961, Ball State University; M.A., 1966, Ball State University

Ed.D., 1977, Ball State University

Melissa Lindsey, 2011, *Assistant Professor of Mathematics, School of the Physical and Applied Sciences
College of Arts and Sciences*

B.S., 2004, California Polytechnic State University; Ph.D., 2011, Purdue University

Benjamin Linger, 2010, *Assistant Professor of Chemistry, School of the Physical and Applied Sciences
College of Arts and Sciences*

B.S., 1999, Mt. Vernon Nazarene University; Ph.D., 2005, Purdue University

Mike Linville, 2013, *Assistant Professor, Graduate Studies in Leadership, School of Business and Leadership
College of Adult and Professional Studies*

B.A., 1983, The Ohio State University; M.A., 2006, Indiana Wesleyan University

M.A., 2009, Indiana Wesleyan University; Ed.D., 2012, Indiana Wesleyan University

James Lo, 1996-2006; 2007, *Dean of the Chapel; Professor of Religion*

College of Arts and Sciences

A.B., 1978, Oklahoma Wesleyan University; M.A., 1982, Marion College (Currently Indiana Wesleyan University)

M.A., 1992, Wheaton College; D.Th., 1998, University of South Africa

Amy Lorson, 2003, *Reference Librarian, Off Campus Library Services, Louisville Education Center*

B.A., 1993, University of Kentucky; M.S.L.S., 2000, University of Kentucky

Lenny Luchetti, 2010, *Associate Professor of Christian Ministry and Proclamation, Wesley Seminary at Indiana Wesleyan University*

Wesley Seminary at Indiana Wesleyan University

B.A., 1996, Houghton College; M.Div., 2003, Asbury Theological Seminary

D.Min., 2010, Asbury Theological Seminary

Rebecca Luckey, 1993, *Assistant Director, Curriculum Development, School of Liberal Arts*

College of Adult and Professional Studies

B.S., 2000, Indiana Wesleyan University; M.S., 2003, Indiana Wesleyan University

Vern Ludden, 2005, *Professor, Graduate Studies in Leadership, School of Business and Leadership*

College of Adult and Professional Studies

B.A., 1971, Asbury College; M.P.A., 1973, Ball State University

Ed.D., 1985, Ball State University

James Luttrull, Jr., 1984, *Associate Professor of Criminal Justice, School of Social and Behavioral Sciences and Business*

College of Arts and Sciences

A.B., 1978, Marion College (Currently Indiana Wesleyan University); J.D., 1981, Indiana University

John Maher, 1978-1987; 1988, *Professor of Music, School of Arts and Humanities*

College of Arts and Sciences

B.S., 1975, Marion College (Currently Indiana Wesleyan University); M.M., 1979, Ball State University

D.A., 1986, Ball State University; M.L.S., 1988, Indiana University

Tammy Mahon, 2011, *Assistant Professor, School of Educational Leadership*

College of Adult and Professional Studies

B.A., 1993, Anderson University; M.A., 2001, Ball State University

Ed.D., 2006, Ball State University

Petros Malakyan, 2010, *Associate Professor of Leadership Studies, Life Coach, Center for Life Calling and Leadership, School of Life Calling and Integrative Learning*

College of Arts and Sciences

B.A., 1989, Yerevan Polytechnic University

M.A., 1994, School of Intercultural Studies, Fuller Theological Seminary

M.A., 1996, School of Theology, Fuller Theological Seminary

Ph.D., 1998, School of Intercultural Studies, Fuller Theological Seminary

Robert Mallison, 2004, *Associate Professor of Mathematics, School of the Physical and Applied Sciences*

College of Arts and Sciences

B.S., 1979, Marion College (Currently Indiana Wesleyan University); M.S., 1981, Purdue University

M.S., 1983, Purdue University; Ph.D., 2007, IUPUI

James Mike Manning, 2002, *Division Chair, Business, School of Business and Leadership*
College of Adult and Professional Studies

B.S., 1988, Sterling College; M.S., 1996, Arkansas State University

M.A., 2009, Indiana Wesleyan University; Ed.D., 2010, Indiana Wesleyan University

Anita Manwell, 2008, *Associate Professor of Education; Coordinator, Elementary Education, School of Teacher Education*
College of Arts and Sciences

B.S., 1992, Indiana Wesleyan University; M.S., 2000, Indiana University-Kokomo

Ed.D., 2012, Ball State University

Barbara Matchette, 1996, *Associate Professor of Social Work, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences

A.B., 1974, Anderson University; M.S.W., 1994, IUPUI

Ronald Mazellan, 1993, *Professor of Art, School of Arts and Humanities*
College of Arts and Sciences

B.A., 1981, Wheaton College; M.A., 1991, California State University at Fullerton

M.F.A., 2008, University of Hartford

John McCracken, 2000, *Professor of Education, School of Teacher Education*
College of Arts and Sciences

B.S.Ed., 1978, Miami University at Oxford, Ohio; M.Ed., 1984, Miami University at Oxford, Ohio

Ph.D., 2001, The Ohio State University

Sue Melton, 1978, *Associate Vice President of Student Services*
College of Adult and Professional Studies

B.S., 1978, Marion College (Currently Indiana Wesleyan University)

Mike Mendenhall, 1999, *Assistant Director for Faculty Development, School of Liberal Arts*
College of Adult and Professional Studies

B.A., 1978, Loma Linda University; M.S.M., 1997, Indiana Wesleyan University

Aaron Metzcar, 2011, *Director of Faculty Support, School of Business and Leadership*
College of Adult and Professional Studies

BSE, 1999, Wright State; M.Ed., 2002, Indiana Wesleyan University

Ed.D., 2008, Indiana Wesleyan University

J. Michael Metzcar, 1995, *Assistant Professor, School of Business and Leadership*
College of Adult and Professional Studies

B.A., 1970, Ball State University; M.A., 1976, Ball State University

M.B.A., 1983, Ball State University

Kim Mierau, 2006, *Instructional Designer, Center for Learning and Innovation*
College of Adult and Professional Studies

B.A., 2006, Indiana Wesleyan University

Philip Millage, 1980-1983; 1986-1997; 2000, *Professor of Business, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences

B.S., 1976, Marion College (Currently Indiana Wesleyan University)

M.A., 1977, Ball State University; M.B.A., 1980, Ball State University

Ed.D., 1990, Ball State University

Alban Willis Millard, 1999, *Professor of Leadership Studies; Terry T. Munday Endowed Chair of Life Calling, School of Life*
Calling and Integrative Learning
College of Arts and Sciences

A.B., 1970, Atlantic Union College; M.A., 1976, Loma Linda University

M.S., 1982, Brigham Young University; Ed.D., 1991, Pepperdine University

Grace Ju Miller, 2009, *Professor of Biology, School of the Physical and Applied Sciences*
College of Arts and Sciences

B.A., 1980, Duke University; M.S., 1984, University of California-Davis

Ph.D., 1990, Purdue University

Jodi Mills, 2010, *Assistant Professor, Mathematics, School of Liberal Arts
College of Adult and Professional Studies*

B.S., 1998, Olivet Nazarene; M.A., 2001, University of Findlay

Matthew Mize, 2009, *Associate Professor of Business, School of Social and Behavioral Sciences and Business
College of Arts and Sciences*

B.S., 1993, Manchester College; M.A., 1994, Manchester College
C.P.A., 1997; J.D., 2000, Indiana University

Michael J. Moffitt, Sr., 2001, *Vice President of Student Development
College of Arts and Sciences*

A.A., 1984, Los Angeles City College; A.B., 1987, Fresno State University
M.A., 2001, Bethel College

Isai Jess Munoz, 2012, *Assistant Professor of Music, School of Arts and Humanities
College of Arts and Sciences*

B.M., 2001, University of Cincinnati College - Conservatory of Music
M.M., 2003, The Manhattan School of Music
D.M.A., 2011, The State University of New York at Stony Brook

Nancy Murray, 2008, *Associate Professor of Nursing
School of Nursing*

B.S., 1990, Indiana Wesleyan University; M.S., 1991, Indiana Wesleyan University
Ed.D., 1999, Ball State University

Marcus Myers, 2003, *Assistant Professor, School of Business and Leadership
College of Adult and Professional Studies*

B.A., 1972, Evangel College; M.B.A., 1993, University of Akron
Ph.D., 2008, Capella University

Georges Nana, 2013, *Associate Professor of Spanish, School of Arts and Humanities
College of Arts and Sciences*

B.A. and B.Ed., 1992, University of Yaoundé 1, Cameroon
M.A. and M.Ed., 1994, University of Yaoundé 1, Cameroon
Ph.D., 2007, University of Bordeaux 3, France

Terry Neal, 1997, *Associate Professor of Nursing, DNP Coordinator
School of Nursing*

B.S., 1993, Indiana Wesleyan University; M.S., 1996, Indiana Wesleyan University
Ed.D., 2008, Ball State University

Blake Neff, 2006, *Lecturer in Communication, School of Arts and Humanities
College of Arts and Sciences*

B.I.A., 1975, Kettering University; M.Div., 1980, Asbury Theological Seminary
Ph.D., 1982, Bowling Green State University

Daniel Neumann, 2008, *Assistant Professor of Computer and Information Sciences, School of the Physical and Applied
Sciences
College of Arts and Sciences*

B.A., 1979, Augsburg College; M.A., 1986, Webster University
Ph.D., 2009, Capella University

Shirlene Newbanks, 2011, *Assistant Professor of Nursing; Coordinator, Post-licensure Division
School of Nursing*

B.S., 2007, Indiana Wesleyan University; M.S.N., 2010 Indiana Wesleyan University

Kimberly Nicholson, 2008, *University Registrar*

B.S., 1999, Indiana Wesleyan University; M.A., 2005, Indiana Wesleyan University

Lisa Nieman, 2007, *Assistant Professor of Business, School of Social and Behavioral Sciences and Business
College of Arts and Sciences*

B.S., 2000, Central Michigan University; M.B.A., 2002, Anderson University
D.B.A., 2010, Anderson University

Lorne Oke, 2007, *Executive Director, Center for Learning and Innovation*
College of Adult and Professional Studies

B.A., 1983, Bethel College; M.A., 1992, Indiana University
Ed.D., 2003, Indiana University

Rhonda Oldham, 2010, *Assistant Professor of Nursing*
School of Nursing

B.S.N., 1990, Murray State University; M.S.N., 2009, Walden University
D.N.P., 2013, Union University

Brad Oliver, 2008, *Associate Dean, School of Educational Leadership*
College of Adult and Professional Studies

B.A., 1992, Marshall University; M.A., 1997, Ball State University
Ed.S., 2001, Ball State University; Ed.D., 2003, Ball State University

Joseph Oloyede, 2008, *Assistant Professor, School of Business and Leadership*
College of Adult and Professional Studies

H.N.D. (B.S. equivalent), 1986, The Polytechnic
M.B.A., 1997, Enugu State University of Technology
M.B.A., 1999, University of Sarasota (now Argosy University, Sarasota)
D.B.A., 2011, Argosy University

Oladele Omosegbon, 2001, *Professor of Economics, School of Business and Leadership*
College of Adult and Professional Studies

B.S., 1982, University of Sokoto; M.A., 1992, Lakehead University
Ph.D., 1996, Southern Illinois University

Donald Osborn, 2006, *Assistant Professor of Graduate Counseling, Director of The Addictions Studies Center; Coordinator, Addictions Counseling Program, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences

B.A., 1979, Lincoln Christian College; M.S., 1984, Indiana State University
M.A., 1987, Saint Mary-of-the-Woods College

John Ozmun, 2009, *Professor of Physical Education, School of the Physical and Applied Sciences*
College of Arts and Sciences

B.S., 1982, Taylor University; M.S., 1985, Indiana University
P.E.D., 1991, Indiana University

Phoenix Park-Kim, 2005, *Associate Professor of Music; Coordinator, Accompanists, School of Arts and Humanities*
College of Arts and Sciences

B.M., 1999, Yonsei University; B.A., 1999, Yonsei University
M.M., 2001, Miami University; D.M.A., 2005, University of Missouri-Kansas City

Debra Parker, 2010, *Assistant Professor of Nursing*
School of Nursing

B.S., 2006, Indiana Wesleyan University; M.S.N., 2009, Indiana Wesleyan University

Jerry Pattengale, 1997, *Assistant Provost for Scholarship and Public Engagement; Professor of History*

B.S., 1979, Marion College (Currently Indiana Wesleyan University); M.A., 1981, Wheaton Graduate School
M.A., 1987, Miami University; Ph.D., 1993, Miami University

Mark Perry, 2008, *Associate Professor of Communication; Radio Advisor, School of Arts and Humanities*
College of Arts and Sciences

A.B., 1986, Loyola University of Chicago; M.A., 1989, Northwestern University

Veronica Peters, 2007, *Assistant Professor of Nursing*
School of Nursing

B.S., 1983, Roberts Wesleyan College; M.Ed., 1991, University of Central Oklahoma
M.S.N., 2008, Indiana Wesleyan University

- Debbie Philpott, 2010, *Assistant Professor, School of Business and Leadership
College of Adult and Professional Studies*
B.S., 1994, Indiana Wesleyan University; M.S., 2005, Indiana Wesleyan University
Ed.D., 2012, Indiana Wesleyan University
- Jaime Pitt, 2005, *Reference Librarian, Cataloging/Technical Services, Off Campus Library Services*
B.S., 2001, Indiana Wesleyan University; M.L.I.S., 2004, Simmons College
- Daniel Pocock, 2003, *Assistant Professor of Art, School of Arts and Humanities
College of Arts and Sciences*
A.A., 1989, Shepherd College; R.B.A., 1989, Shepherd College
M.F.A., 1993, Rochester Institute of Technology
- Daniel Poff, 2003, *Associate Professor of Leadership Studies; Life Coach, Center for Life Calling and Leadership, School of
Life Calling and Integrative Learning*
College of Arts and Sciences
B.S., 1981, The Ohio State University; M.S., 1987, The Ohio State University
Ph.D., 1999, Purdue University
- Frank Ponce, 2011, *Associate Professor, School of Liberal Arts
College of Adult and Professional Studies*
B.S., 1977, Anderson University; M.S.M., 1982, Wittenberg University
Ph.D., 1994, Ohio State
- Kersten Priest, 2010, *Associate Professor of Sociology, School of Social and Behavioral Sciences and Business
College of Arts and Sciences*
B.S., 1980, Columbia International University; M.A., 1998, University of South Carolina
Ph.D., 2009 Loyola University
- Keith Puffer, 1993, *Professor of Psychology, School of Social and Behavioral Sciences and Business
College of Arts and Sciences*
B.S., 1979, Michigan State University; M.A., 1990, International Christian Graduate University
M.A., 1991, Trinity Evangelical Divinity School; Ph.D., 1998, Purdue University
- Wendy Puffer, 2006, *Assistant Professor of Art, School of Arts and Humanities
College of Arts and Sciences*
B.S., 1983, Indiana State University; M.A., 2001, Ball State University
- Roberto Ramos, 2011, *Associate Professor of Physics, Blanchard Endowed Chair for Physics, School of the Physical and
Applied Sciences*
College of Arts and Sciences
M.S., 1991, University of the Philippines; Ph.D., 1999, University of Washington, Seattle
Postdoc, 2004, University of Maryland, College Park, MD
- Joy Reed, 1994, *Assistant Professor of Nursing
School of Nursing*
B.S.N., 1981, Cleveland State University
M.S., 1985, Marion College (Currently Indiana Wesleyan University)
- Brock Reiman, 2012, *Vice President/Dean
College of Adult and Professional Studies*
B.A., 1986, Malone University; M.A., 1990, Walsh University
Ph.D., 1999, Kent State University
- Tara Renbarger, 2012, *Assistant Professor of Biology, School of the Physical and Applied Sciences
College of Arts and Sciences*
B.S., 2006, Indiana University; Ph.D., 2012, Indiana University School of Medicine
- Nenetzin Reyes, 2007, *Associate Professor of Graduate Counseling, School of Social and Behavioral Sciences and Business
College of Arts and Sciences*
B.S., 2001, Baylor University; M.S., 2004, Texas Tech University
Ph.D., 2007, Texas Tech University

- Peter Rhetts, 2008, *Assistant Professor of Business, School of Social and Behavioral Sciences and Business College of Arts and Sciences*
A.B., 1973, Indiana University; M.P.A., 1975, Indiana University
J.D., 1981, Indiana University (Indianapolis)
- Scott Rhoades, 2013, *Assistant Professor of Nursing School of Nursing*
B.S.N., 1995, University of Pittsburgh; M.S., 2006, Indiana University of Pennsylvania
- Curt Rice, 2008, *Reference Librarian, Off Campus Library Services, Northwest Indiana*
B.A., 1970, Aurora College; M.S., 1973, Northern Illinois University
M.A., 1979, Wheaton College; M.A., 1989, Northern Illinois University
- Paul Richardson, 2001, *Associate Director, Undergraduate Business Administration, School of Business and Leadership College of Adult and Professional Studies*
B.S., 1969, UCLA; M.S.M., 1975, Purdue University
M.A., 2009, Indiana Wesleyan University; Ed.D., 2013, Indiana Wesleyan University
- Eunice Rickey, 1998, *Professor of Music, School of Arts and Humanities College of Arts and Sciences*
A.A., 1969, Miltonvale Wesleyan; B.S., 1971, Marion College (Currently Indiana Wesleyan University)
M.A., 1977, Ball State University; D.A., 2004, Ball State University
- Linda Rieg, 2008, *Professor of Nursing School of Nursing*
B.S.N., 1980, Edgecliff College; M.B.A., 1982, Xavier University
M.S.N., 1985, University of Cincinnati; Ph.D., 2000, University of Cincinnati
- Barbara Riggs, 2003, *Professor of Graduate Counseling, Indianapolis Site Director, School of Social and Behavioral Sciences and Business College of Arts and Sciences*
B.S.N., 1978, University of Evansville; M.S.N., 1981, Indiana University
Ph.D., 1988, Purdue University
- David Riggs, 2000, *Associate Professor of History; Executive Director, John Wesley Honors College College of Arts and Sciences*
B.A., 1991, Azusa Pacific University; M.Div., 1994, Princeton Theological Seminary
M.Phil., 1997, University of Oxford; D.Phil., 2006, University of Oxford
- Laura Rigsby, 2013, *Assistant Professor of Nursing School of Nursing*
B.S.N., 1998, IUPUI; M.S.N./M.B.A., 2007, Anderson University
- Betsy Robinette, 2000, *Professor of Psychology, School of Social and Behavioral Sciences and Business College of Arts and Sciences*
B.S., 1982, Virginia Tech; M.A., 1984, Wheaton College
Ph.D., 1993, University of Tennessee
- Harriet Rojas, 1999, *Professor of Business Administration; Chairperson, Division of Business, School of Social and Behavioral Sciences and Business College of Arts and Sciences*
B.S., 1976, Marion College (Currently Indiana Wesleyan University); M.A., 1980, Ball State University
Ph.D., 1998, University of Idaho; M.B.A., 2004, Capella University
- Chuck Roome, 2005, *Assistant Professor, School of Business and Leadership College of Adult and Professional Studies*
B.S., 1983, Marion College (Currently Indiana Wesleyan University); M.S., 2002, Indiana Wesleyan University
- Karen Roorbach, 1980, *Assistant Provost for Academic Support Services*
B.S., 1971, Marion College (Currently Indiana Wesleyan University); M.A., 1982, Ball State University
- Diana Ross, 2011, *Associate Director, Department of Advanced Studies for Teacher Leaders, School of Educational Leadership*

College of Adult and Professional Studies

B.S., 1971, Trevecca Nazarene University; M.M.Ed., 1994, Winthrop University

Ph.D., 2002, Indiana State University

Melvin Royer, 2001, *Associate Professor of Mathematics; Chairperson, Division of Mathematics and Computer Information Sciences, School of the Physical and Applied Sciences*

College of Arts and Sciences

B.S., 1988, Purdue University; M.S., 1989, Purdue University

Ph.D., 1997, Purdue University

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College of Arts and Sciences

B.S., 2006, Indiana Wesleyan University; M.F.A., 2013, Academy of Art University

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College of Arts and Sciences

B.A., 2001, Wheaton College; M.S., 2003, University of Texas Health Science Center at Houston

M.S., 2005, University of Oxford; Ph.D., 2009, University of Oxford

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School of Nursing

B.S.N., 1987, Kent State University; M.S.N., 1990, Valdosta State College

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College of Arts and Sciences

B.A., 1998, Blackburn College; Ph.D., 2006 Southern Illinois University

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B.A., 1974, Vassar College; M.A.E., 1995, Ball State University

Ed.D., 1998, Ball State University

Beverly Schaefer, 2012, *Assistant Professor of Nursing; Coordinator, Post-licensure Division*

School of Nursing

B.S.N., 1985, West Liberty State College; M.S.N., 1988, West Virginia University

Ed.D., 2005, West Virginia University

Kenneth Schenck, 1997, *Dean of Wesley Seminary at Indiana Wesleyan University, Professor of New Testament and Christian Ministry*

Wesley Seminary at Indiana Wesleyan University

A.B., 1987, Southern Wesleyan University; M.Div., 1990, Asbury Theological Seminary

M.A., 1993, University of Kentucky; Ph.D., 1996, University of Durham

Wayne Schmidt, 2010, *Vice President for Wesley Seminary at Indiana Wesleyan University*

Wesley Seminary at Indiana Wesleyan University

B.A., 1979, Marion College (Currently Indiana Wesleyan University); M.A., 1988, Calvin Theological Seminary

D.Min., 1994, Trinity Evangelical Divinity School

Robert Schultz, 2011, *Director, Department of Educational Administration, School of Educational Leadership*

College of Adult and Professional Studies

B.M.E., 1976, Wittenberg University; M.A.E., 1986, Ball State University

Ed.S., 1991, Ball State University

Sarah Schultz, 2013, *Assistant Athletic Trainer, School of the Physical and Applied Sciences*

College of Arts and Sciences

B.A., 2011, Anderson University; M.S., 2013, Old Dominion University, Norfolk, VA

Russell Schwarte, 2008, *Assistant Professor of Biology, School of the Physical and Applied Sciences*

College of Arts and Sciences

B.S., 1992, Indiana Wesleyan University; Ph.D., 2006, Old Dominion University

Mary Seaborn, 1984, *Professor of Education; Director, Certification and Student Teaching, School of Teacher Education*

College of Arts and Sciences

A.B., 1976, Southern Wesleyan University; M.A.Ed., 1979, Eastern Kentucky University
Ed.D., 1985, Boston University

Mary Ann Searle, 2010, *Regional Dean, Kentucky and Southern IN
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B.S., 1984, University of Wisconsin-Stout; M.S., 1989, University of Tennessee
Ed.D., 1994, Indiana University

Eugenia Shapinsky, 2011, *Associate Professor of Nursing
School of Nursing*

B.S.N., 1988, University of the State of New York; M.S.N., 1995, Bellarmine University
Ph.D., 2006, Indiana State University

Daniel Shepherd, 2011, *Director, Department of Advanced Studies for Teacher Leaders, School of Educational Leadership
College of Adult and Professional Studies*

B.A., 1988, Cedarville University; M.Ed., 1994, Indiana Wesleyan University
Ed.S., 2005, Ball State University; Ed.D., 2010, Ball State University

Eddy Shigley, 2013, *Associate Professor of Religion; Director, Kern Ministry Program, School of Theology and Ministry
College of Arts and Sciences*

B.S., 1988, Indiana Wesleyan University; M.A., 2000, University of Texas at Tyler
D.S.L., 2012, Regent University

Chan Woong Shin, 2013, *Assistant Professor of International Relations, School of Social and Behavioral Sciences and
Business*

College of Arts and Sciences
B.A., 2001, Seoul National University; M.A., 2004, Seoul National University
ABD, Syracuse University

Jeannie Short, 2004, *Assistant Professor of Nursing
School of Nursing*

B.S., 1978, Ball State University; M.S., 1983, Indiana University

Marilyn Simons, 1980, *Professor of Nursing
School of Nursing*

A.B., 1975, Asbury College; B.S., 1977, Marion College (Currently Indiana Wesleyan University)
M.S., 1979, Wayne State University; Ph.D., 1992, Indiana University

Cynthia Sizemore, 2012, *Regional Dean, Northern Indiana
College of Adult and Professional Studies*

B.A., 1976, Northern Kentucky University; M.S.M., 2007, Indiana Wesleyan University

Brenda Sloan, 1979, *Assistant Professor of Nursing
School of Nursing*

B.S., 1976, Marion College (Currently Indiana Wesleyan University)
M.A., 1982, Ball State University

Mark Smith, 2001, *Professor of History, School of Social and Behavioral Sciences and Business
College of Arts and Sciences*

A.B., 1981, Asbury College; M.A.R., 1984, Asbury Theological Seminary
M.A., 1989, University of Kentucky; Ph.D., 1992, University of Kentucky

Steven Smith, 2007, *Associate Professor of Physics, School of the Physical and Applied Sciences
College of Arts and Sciences*

B.S., 1981, Wayne State University; M.S., 1984, Wayne State University
Ph.D., 1989, Wayne State University

Katti Sneed, 2002, *Associate Professor of Social Work; Director, Social Work Program, School of Social and Behavioral
Sciences and Business*

College of Arts and Sciences
A.B., 1992, Purdue University; M.S.W., 1995, Indiana University
Ph.D., 2007, Capella University

- Joseph Snider, 2013, *Assistant Professor, School of Business and Leadership*
College of Adult and Professional Studies
 B.S., 1982, Illinois College; M.B.A., 1988, Indiana Wesleyan University
 D.B.A., 2011, Northcentral University
- Henrik Soderstrom, 2011, *Assistant Professor of Art, School of Arts and Humanities*
College of Arts and Sciences
 Design Certificate, 2004, NyckelviksSkolan, Stockholm, Sweden
 B.F.A., 2008, Rhode Island School of Design
 M.F.A., 2011, Rochester Institute of Technology
- Bradley Spaulding, 2002, *Assistant Professor of English, School of Arts and Humanities*
College of Arts and Sciences
 A.B., 1996, Indiana Wesleyan University; M.A., 2003, University of Wisconsin-Eau Claire
 Ph.D., 2013, Ball State University
- Roxie Sporleder, 2005, *Associate Professor, School of Educational Leadership*
College of Adult and Professional Studies
 B.A., 1967, Wheaton College; M.Ed., 1990, Northern Montana College
 Ed.D., 1998, Montana State University
- Keith Springer, 1990, *Associate Professor of Religion, School of Theology and Ministry*
College of Arts and Sciences
 A.A., 1966, Oklahoma Wesleyan University; A.B., 1969, Southern Nazarene University
 M.Div., 1972, Nazarene Theological Seminary
 D.Min., 2002, Northern Baptist Theological Seminary
- Donald Sprowl, 2006, *Assistant Provost for Institutional Research and Accreditation*
 B.A., 1978, Houghton College; Ph.D., 1985, University of Minnesota
- Rose Sprunger, 2009, *Assistant Professor of Nursing*
School of Nursing
 B.S., 2005, Indiana Wesleyan University; M.S.N., 2008, Indiana Wesleyan University
- Stephen Stahlman, 1979, *Professor of Social Work, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
 B.A., 1973, Anderson University; M.S.W., 1979, University of Michigan
 Ph.D., 1992 Virginia Commonwealth University
- Keith Starcher, 2007, *Professor of Business, School of Business and Leadership*
College of Adult and Professional Studies
 B.S., 1973, Pennsylvania State University; Ph.D., 1986, University of South Florida
 M.B.A., 1988, University of South Florida; M.Div., 2003, Trinity Theological Seminary
- Timothy Steenbergh, 2003, *Professor of Psychology, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
 B.S., 1993, Indiana Wesleyan University; M.A., 1995, Ball State University
 Ph.D., 2001, University of Memphis
- David Stefan, 2013, *Director, Department of Behavioral and Social Sciences, School of Liberal Arts*
College of Adult and Professional Studies
 B.A., 1988, Miami University; M.A., 1992, Asbury Theological Seminary
 M.A., 1996, Asbury Theological Seminary; Ph.D., 1998, The Union Institute and University
- Jill Steinke, 2005, *Assistant Professor of Nursing*
School of Nursing
 B.S., 1981, Marion College (Currently Indiana Wesleyan University); M.S., 2009, Ball State University
- Mari Stormer, 2012, *Assistant Professor of Nursing*
School of Nursing
 B.S.N., 2006, Urbana University; M.S.N., 2008, Indiana Wesleyan University
- Bruce Stuard, 2005, *Director, Department of Public Services and Applied Sciences, School of Liberal Arts*

College of Adult and Professional Studies

B.S., 1984, Ball State University; M.P.A., 1993, Ball State University

J.D., 1998, Indiana University

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B.A., 1979, Marion College (Currently Indiana Wesleyan University); M.Div., 1999, Asbury Theological Seminary

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B.M., 1991, Taylor University; M.M., 1994, University of Northern Colorado

D.A., 2002, University of Northern Colorado

Budd Teare, 1991, *Assistant Professor of Graduate Counseling, Clinic Coordinator, School of Social and Behavioral Sciences and Business**College of Arts and Sciences*

B.A., 1971, Cornerstone University; M.S., 1989, Nova Southeastern University

Ph.D., 2006, Capella University

Adam Thompson, 1999, *Professor of Athletic Training; Director, Athletic Training Education, School of the Physical and Applied Sciences**College of Arts and Sciences*

B.A., 1996, Anderson University; M.S.P.E., 1997, Ohio University

Ph.D., 2005, Capella University

Jason Thompson, 2006, *Assistant Professor of Music, School of Arts and Humanities**College of Arts and Sciences*

B.S., 2003, Indiana University; M.M., 2005, Bowling Green State University

Kurt Thompson, 2012, *Director of Instructional Design, Center for Learning and Innovation**College of Adult and Professional Studies*

B.S., 2007, Liberty University; M.A., 2009, Liberty University

M.Ed., 2011, Pennsylvania State University

Matt Thompson, 2013, *Assistant Professor, Director of Student Transitions**College of Arts and Sciences*

B.A., 2003, Taylor University; M.A., 2005, Wheaton College Graduate School

Rob Thompson, 1993, *Associate Professor of Graduate Counseling, Coordinator of Student Development Counseling and Administration, School of Social and Behavioral Sciences and Business**College of Arts and Sciences*

B.S., 1982, Iowa State University; M.S., 1985, University of Tennessee (Knoxville)

Ph.D., 2002, Indiana State University

Lisa Toland, 2008, *Associate Professor of Humanities and History, Associate Director, John Wesley Honors College**College of Arts and Sciences*

A.B., 2001, Indiana Wesleyan University; M.A., 2003, Miami University of Ohio

M.St., 2004, Oxford University; Ph.D., 2009, Jesus College, Oxford, England

Joy Kooi-Chin Tong, 2011, *Assistant Professor of Intercultural Studies, School of Theology and Ministry**College of Arts and Sciences*

B.A., 1994, National ChengChi University, Taiwan; M.Div., 2002, Singapore Bible College

M.A., 2005, Nanyang Technological University; Ph.D., 2009, National University of Singapore

Robert Townsend, 2006, *Associate Professor, School of Educational Leadership**College of Adult and Professional Studies*

B.M., 1983, Western Michigan University; M.M.Ed., 1991, Indiana University

Ph.D., 1996, University of Illinois

Michael Trego, 2010, *Associate Professor, School of Educational Leadership**College of Adult and Professional Studies*

B.S., 1975, University of Dayton; M.S., 1993, University of Dayton

Ed.D., 2002, Miami University

- Mary Alice Trent, 2011, *Professor of English, Chairperson, Division of Modern Language and Literature, School of Arts and Humanities*
College of Arts and Sciences
 B.A., 1987, McNeese State University; M.A., 2007, McNeese State University
 Ph.D., 1995, University of Louisiana at Lafayette
- Steven Tripp, 2007, *Associate Professor of Chemistry, School of the Physical and Applied Sciences*
College of Arts and Sciences
 B.S., 1996, Indiana Wesleyan University; Ph.D., 2003, Purdue University
- David Vardaman, 2007, *Assistant Professor of Religion, School of Theology and Ministry*
College of Arts and Sciences
 A.B., 1973, Marion College (Currently Indiana Wesleyan University); M.A., 1978, Western Michigan University
- Jim Vermilya, 2006, 2010, *Director, Global Engagement and Service Learning*
College of Arts and Sciences
 B.S., 1997, Indiana Wesleyan University; M.A., 2005, Fuller Theological Seminary
 Ph.D., 2011, Concordia Theological Seminary
- Sheila Virgin, 2007, *Professor of Nursing*
School of Nursing
 B.S., 1972, Alderson-Broaddus College; M.S.N., 1979, West Virginia University
 D.S.N., 1994, University of Alabama
- Chris Walker, 2011, *Assistant Professor of History, School of Liberal Arts*
College of Adult and Professional Studies
 B.A., 1993, Olivet Nazarene University; M.A., 1998, University of Indianapolis
- Dallas Walters, 1999, *Professor of Art, School of Arts and Humanities*
College of Arts and Sciences
 B.A., 1972, Graceland College; M.A., 1987, Iowa State University
 M.F.A., 1997, Bradley University
- Katie Wampler, 2011, *Assistant Professor of Theatre, School of Arts and Humanities*
College of Arts and Sciences
 B.A., 2003, Harding University; M.A., 2007, Emerson College
 Ph.D., 2011, Texas Tech University
- Dave Ward, 2010, *Associate Professor of Religion, Associate Dean, School of Theology and Ministry*
College of Arts and Sciences
 B.S., 1999, Indiana Wesleyan University; M.Div., 2004, Asbury Theological Seminary
 Ph.D., 2012, Princeton Theological Seminary
- Jack Wheeler, 1988, *Assistant Professor of Accounting and Business, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
 A.B., 1972, Southern Wesleyan University
 M.Acct., 1975, Virginia Polytechnic Institute and State University
 Ph.D., 2003, University of Tennessee-Knoxville
- Bob Whitesel, 2005, *Professor of Christian Ministry and Missional Leadership, Wesley Seminary at Indiana Wesleyan University*
Wesley Seminary at Indiana Wesleyan University
 B.S., 1973, Purdue University; M.Div., 1977, Fuller Theological Seminary
 D.Min., 1989, Fuller Theological Seminary; Ph.D., 2009, Fuller Theological Seminary
- Alyne Williams, 2000, *Associate Professor of Exercise Science, School of the Physical and Applied Sciences*
College of Arts and Sciences
 B.S., 1994, Indiana Wesleyan University; M.S., 1995, Eastern Illinois University
 Ph.D., 2012, Walden University
- Kent Williams, 1995, *Assistant Professor of Business, School of Social and Behavioral Sciences and Business*
College of Arts and Sciences
 B.S., 1984, Olivet Nazarene University; M.B.A., 2002, Ball State University; C.P.A.

- Todd Williams, 2012, *Assistant Professor of Music, School of Arts and Humanities*
College of Arts and Sciences
 B.M., 1997, Manhattan School of Music; M.A., 2011, Columbia Teachers College
- Wilbur Williams, 1967, *Associate Professor of Biblical Literature and Archaeology, School of Theology and Ministry*
College of Arts and Sciences
 A.B., 1951, Marion College (Currently Indiana Wesleyan University); M.S., 1957, Butler University
 M.A., 1965, New York University; D.D., 1992, Oklahoma Wesleyan University
- Norman Wilson, 2005, *Associate Professor of Global Ministries; Coordinator, Intercultural Studies, School of Theology and Ministry*
College of Arts and Sciences
 A.B., 1974, Marion College (Currently Indiana Wesleyan University); M.Div., 1978, Christian Theological Seminary
 S.T.M., 1985, Christian Theological Seminary; Ph.D., 1993, Trinity International University
- Barbara Wise, 2012, *Assistant Professor of Nursing*
School of Nursing
 B.S.N., 1983, Eastern Kentucky University; M.S.N., 1994, University of North Carolina-Chapel Hill
- Jay Wise, 2011, *Reference Librarian, Off-Campus Library Services, Central Ohio*
College of Adult and Professional Studies
 A.B., 1997, Ohio University Honors Tutorial College; M.A., 1997, Ohio University College of Arts and Sciences
 M.L.I.S., 2006, Kent State University
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College of Adult and Professional Studies
 B.A., 1976, Franklin College; M.B.A., 1977, Indiana University
- Steven Wood, 2013, *Assistant Professor of Theatre; Technical Director, School of Arts and Humanities*
College of Arts and Sciences
 B.S., 1998, Baptist Bible College, PA
 M.A., 2001, Bowling Green State University, OH
 Ph.D., 2012, Texas Tech University
- Marc Wooldridge, 2007, *Professor of Music, School of Arts and Humanities*
College of Arts and Sciences
 B.M., 1981, Indiana University; M.F.A., 1983, University at Buffalo
 M.A., 1990, University at Buffalo; Ph.D., 1992, University at Buffalo
- Elizabeth Wright, 2011, *Assistant Professor of Nursing*
School of Nursing
 B.S., 1978, Youngstown State University; M.S.N., 1987, University of Akron
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School of Nursing
 B.S.N., 2007, Indiana Wesleyan University; M.S.N., 2010, Indiana Wesleyan University
- John Wrightsman, 1996, *Director, Chaplain Ministries Spiritcare, Student Services*
College of Adult and Professional Studies
 A.A., 1969, Kentucky Mountain Bible College; B.A., 1975, Marion College (Currently Indiana Wesleyan University)
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College of Adult and Professional Studies
 B.S., 1975, IUPUI; M.S., 1988, IUPUI; Ed.S., 1994, Indiana University
 Ed.D., 1997, Indiana University; M.A., 2007, Beacon University
 M.Div., 2007, Beacon University
- Sameer Yadav, 2012, *Postdoctoral Teaching Fellow, John Wesley Honors College*
College of Arts and Sciences
 B.A., 1998, Boise State University; M.Div., 2002, Master's College and Seminary
 S.T.M., 2007, Yale University; Th.D., 2012, Duke University

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College of Arts and Sciences
B.A., 1993, The Ohio State University; M.A., 1996, The Ohio State University
Ed.D., 2005, The University of Bristol, UK

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College of Adult and Professional Studies
B.A., 1986, Ewha University; M.A., 1997, Biola University
Ph.D., 2010, Fuller Theological Seminary

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B.S., 1985, Southeast University; M.S., 1988, Southeast University
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